R E P O R T R E S U M E S

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PROGRAM PLANNING FOR RETARDED CLASSES.
DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLA.

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THIS CURRICULUM GUIDE PRESENTS FIVE PROGRAMS FOR MENTALLY HANDICAPPED STUDENTS--PRESCHOOL RETARDED, SEVERELY RETARDED, PRIMARY EDUCABLE RETARDED, INTERMEDIATE EDUCABLE RETARDED, AND JUNIOR AND SENIOR EDUCABLE RETARDED. SOCIAL STUDIES, LANGUAGE, ARITHMETIC, MUSIC, ART AND CRAFTS, PHYSICAL EDUCATION, SCIENCE, WRITING, SPELLING, OCCUPATIONAL TRAINING, AND READING ARE OUTLINED BY OBJECTIVES AND ACTIVITIES. SUGGESTED LISTS OF INSTRUCTIONAL MATERIALS AND TEACHER BIBLIOGRAPHIES ARE INCLUDED. (EB)

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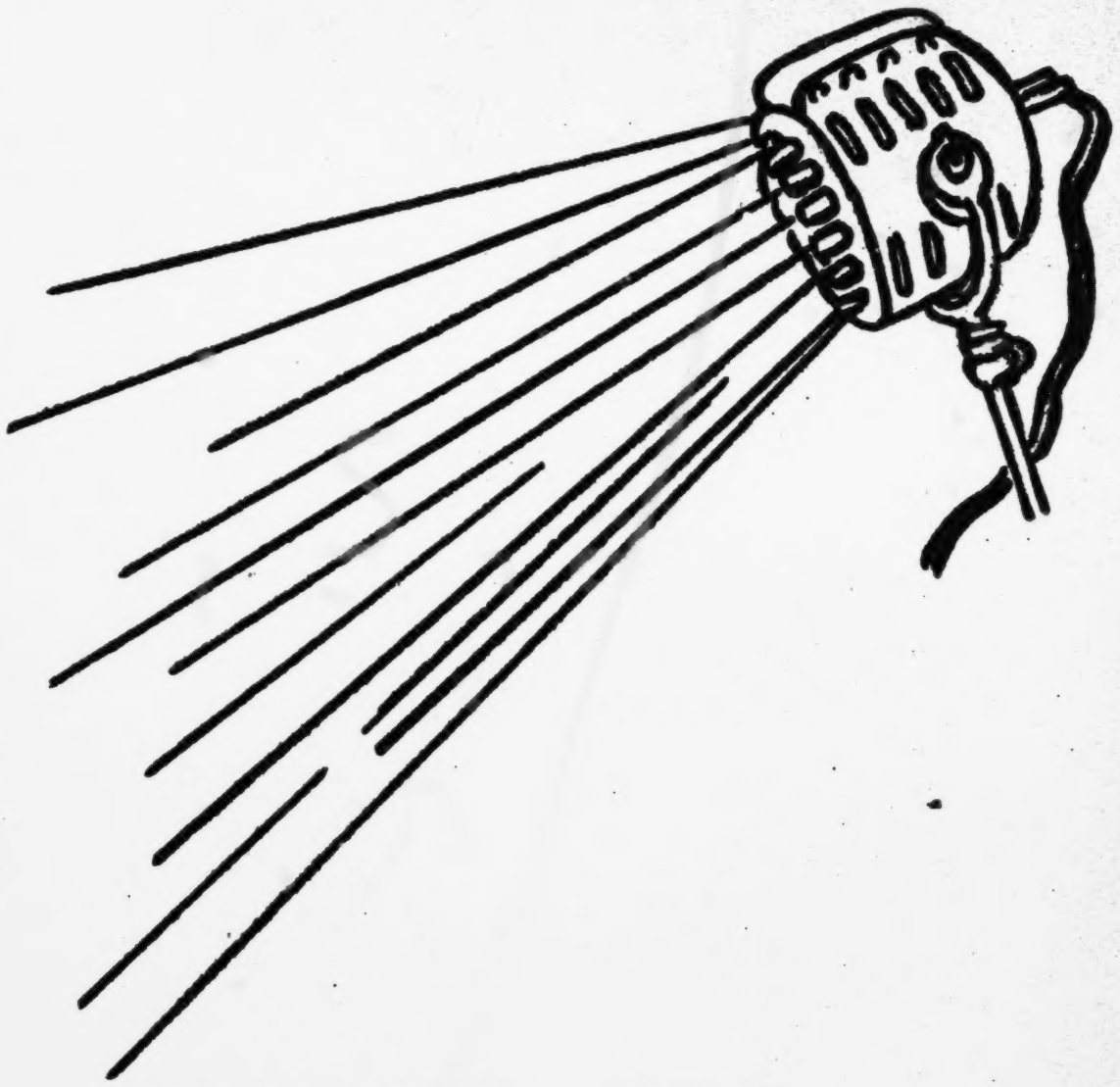
SPECIAL EDUCATION



CURRICULUM GUIDE
for the
MENTALLY RETARDED

DADE COUNTY PUBLIC SCHOOLS
MIAMI, FLORIDA

December, 1964

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PROGRAM PLANNING

FOR

RETARDED CLASSES

Prepared by

THE DEPARTMENT OF SPECIAL EDUCATION

DADE COUNTY PUBLIC SCHOOLS

DR. JOE HALL, SUPERINTENDENT

C O N T E N T S

FOREWORD

PROGRAM FOR PRE-SCHOOL RETARDED CLASSES . . . . . SECTION A

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PROGRAM FOR JUNIOR AND SENIOR EDUCABLE RETARDED CLASSES . . . . . SECTION E

FOREWORD

The material in this book has been compiled to furnish information to all who are interested in the education of the Retarded Child. With the thought of emphasizing the alikeness of all children rather than the difference, the committee has worked to provide the best possible experiences for mental, social, physical, and emotional growth.

With increased knowledge and better understanding of this type of program, the regular classroom teacher, the special teacher and administrators can work more closely to develop and strengthen the entire educational program of the community in meeting the needs of all children.

SEVERELY RETARDED CLASSES

(Lowest Trainable Level)

SUGGESTED DAILY SCHEDULE

(8:20 - 11:00 Morning Group)

8:20 **Free Play:**
- Observation
- Help children in use of play materials and apparatus
- Conversational speech
- Language development
- Social adjustment

9:15 **Clean Up**

9:20 **Bathroom**

9:25 **Language Development Lesson:**
- Daily word used with pictures
- Coloring, cutting pasting, clay work (all in relation to daily picture)

10:00 **Lunch Room:**
- Milk and crackers
- Emphasize lining up, walking in line, eating, table manners
- Stress correct behavior in the lunchroom

10:30 **Group Activities:**
- Games
- Singing
- Rhythm band
- Stories
- Listening to music
- Word review

10:55 **Prepare for Dismissal:**
- Pass out papers
- Review word-of-the-day
- Hand out pictures to be taken home
- Line up

11:00 **Dismiss:**
- Meet parents outside

* * * * * * * * * * *

Similar schedule may be used for afternoon group.

This material is included for pupils who have not reached a maturity level to be able to participate in the regular program for the Severely Retarded. The outcomes of such a program are measured in terms of the desired changes in the child, mainly:

Speech Development
Socialization
Self Control

I. Objectives

A. Socialization and self-control

B. Speech development

C. Program planning according to child's abilities, needs and interests

D. Creation of an atmosphere of acceptance

E. Development of the three "R's":

Relaxation
Repetition
Routine

II. Opportunities for the Development of Oral Expression and Imagination

A. Non-directed play period:

1. Expresses his personality and releases his feelings

2. Expresses independent thought and action

3. Develops large and small muscles through physical activities

B. Directed Period:

1. Use of playground and classroom equipment

2. Use of crayons and scissors

3. Daily language period

SOCIAL DEVELOPMENT

I. Manners

A. Polite Communication:
- Hello and Goodbye
- Thank You
- Please
- Yes and No

II. Hygiene

A. Health Inspection:
- Respiratory infections
- Rash
- Cleanliness

B. Lavatory Habits:
- Take care of self
- Wash hands

C. Use of Handkerchief

D. Attempt to eliminate nail-biting

III. Safety

A. Orderliness:
- Work procedures
- Play procedures

B. Self protection:
- Acquaint child with hazards of immediate environment

C. Develop a Sense of Responsibility:
- Going to bathroom alone
- Getting drink from fountain alone
- Going to the office
- Participating in fire drill
- Walking in halls as a group

D. An Understanding of the Relationship Between Conduct and the Safety of Others:
- Walking in line
- Keeping hands to self when walking
- Going up and down stairs

E. Proper Use of School Room and Playground Equipment:
- Taking turns
- Waiting turn
- No pushing or pulling

IV. Games

A. Singing Games:
London Bridge
Ring Around a Rosy
Did You Ever See A Lassie?
I Put My One Foot In
This Little Pig

B. Many of the records listed under Music have game activities.

C. Games for Sensory Development:
I See Something (color)
Little Tommy Tiddle Mouse (music)
Doggie, Doggie, Your Bone Is Gone (music)
Hot and Cold (find it)

D. Number Games:
(Refer to number skills)

E. Ball Games:
Roll, bounce, throw, catch, kick the ball (outdoors)
Throw the ball in the basket

V. Pupil Activities

A. Desired Goals to be Achieved:
Ability to walk correctly in school halls
Sit for group instruction
Join a circle, taking hands
Know how to do a simple puzzle
Learn to cut with blunt scissors
Color a picture
Model with clay
String beads
Walk and clap to music; climb
Play with ball
Build with blocks
Play rhythm band instruments
Sing all or parts of short rhymes
Count from one to ten
Bring and take objects to different places
Go to bathroom alone
Play with others creating own play pattern
Develop understandable language

LANGUAGE PROGRAM

The language program attempts to develop better language abilities. A period is devoted daily to language development and the understanding of speech. One point must be stressed: this is not speech correction because these children must be taught original speech. A slow learner needs stimulation for speech development or learning to talk. The stimulus can be by presentation of group or individual lessons.

I. Objectives

- A. To develop sensory perception
- B. To develop understandable speech
- C. To develop functional speech

II. Sensory Perception

- A. Technique of feeling and touching the face and neck
- B. Imitation with use of a mirror helps child have a better understanding of what is expected of him

III. Oral Expression (understandable speech)

- A. Communication with others:
  - Teacher's name
  - Children's names
  - Names of objects (such as the door, chair, table, ball, toy, doll, puzzle, scissors, beads, clay, picture, blocks, button, zipper, bathroom)
  - Action words (walk, run, jump, climb, skip, stand, sit, take hands, color, clap hands, listen, roll, bounce, toss, catch, clean up, sing)

- B. Suggested Daily Procedures:
  1. Presentation of objects and pictures of the word for the day
  2. A picture of the word to color or cut out
  3. Clay work in relation to the word presented that day
  4. Words should be taught within a sentence, not in isolation
  5. Dramatic Play: ducks, cat, dog, thank you
  6. Listening: stories, music

NUMBER SKILLS

I. Objectives

A. Develop simple number concepts

B. Teach number concepts using varied types of visual aids

II. Activities That Provide Number Readiness

A. Games:
Count fingers, hands, feet, children, crayons, chairs
One, Two, Button My Shoe
Ring Around a Rosy
Bounce ball - counting
Count buttons on shirt

B. Music as an aid in the development of number concepts:
The Counting Song - Vocco Inc. No. 501
How Old Are You - Playtime No. 357-V
Ten Little Indians - Pied Piper (page 29-B)

MUSIC

I. Objectives

A. To develop a love for music

B. To adapt materials and activities to the level of the children

C. To include listening and action songs

II. Types of Activities

A. Rhythm band

B. Rhythms

C. Singing games

D. Nursery games

E. Listening

ARTS AND CRAFTS

I. Objectives

A. To develop self expression

B. To learn to handle materials

C. To learn to color, cut, and model clay

II. Materials Used

A. Crayons for coloring:
   Learning to hold a crayon
   Learning to use small pieces of crayon
   Learning to use side of crayon to eliminate scribbling

B. Scissors for cutting:
   (For those who have difficulty in cutting, use thin rolls of clay before cutting paper)

C. Clay modeling:
   Use of clay in relation to language lesson
   Use of clay to develop muscle coordination

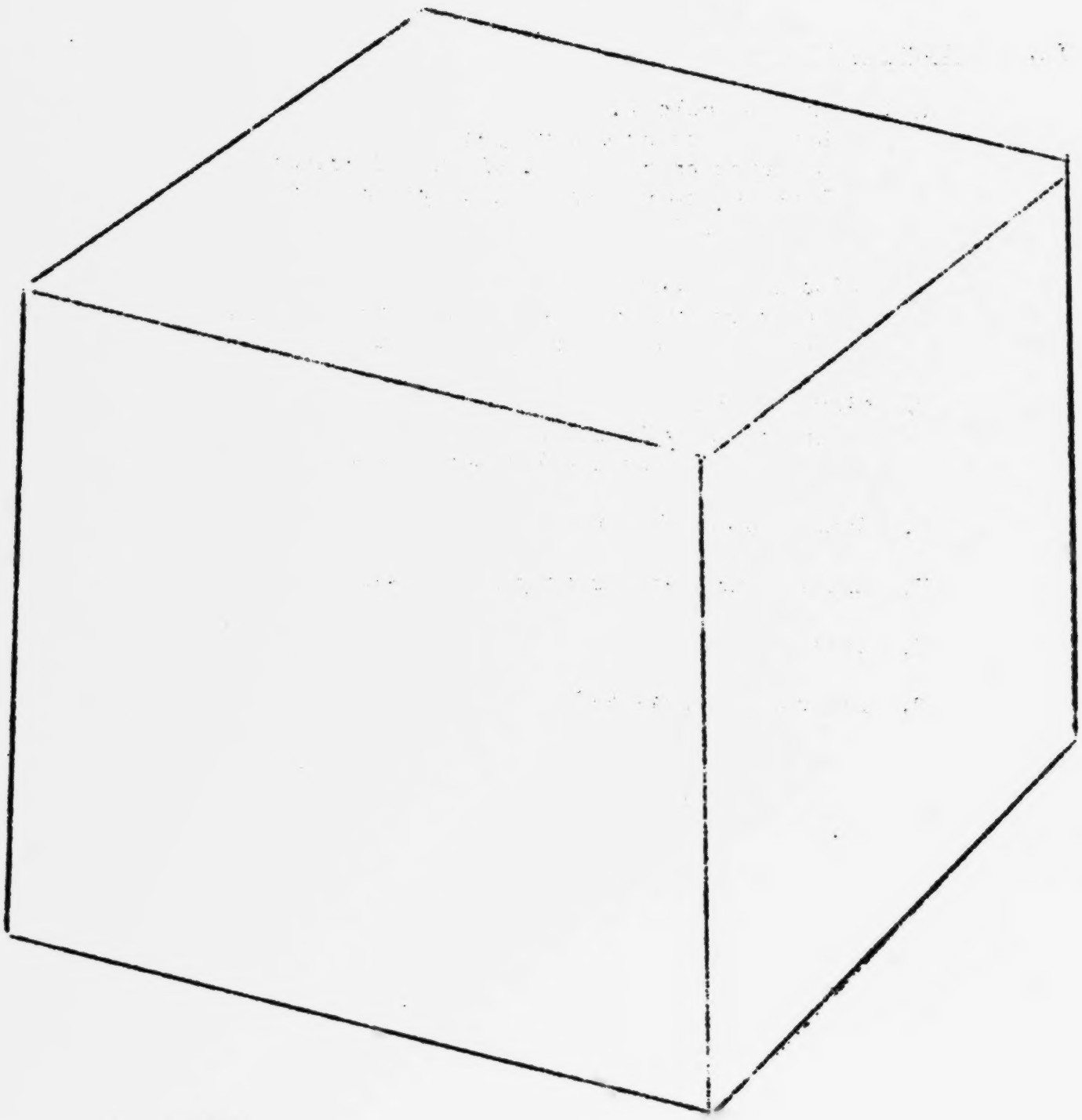
D. Chalk for blackboards

E. Easel (using either crayons or paints)

F. Paste

G. Blocks (see page A-8)

Sample of picture used in language lesson, coloring and cutting:



A BLOCK

SUGGESTED ROOM EQUIPMENT

I. Puzzles

- A. Simple to more difficult
- B. From 4 to 14 parts

II. Rhythm Band Instruments

- A. Rhythm sticks
- B. Drum bells
- C. Tambourine
- D. Cymbals
- E. Wood block

III. Large Equipment

- A. Slide
- B. Parallel bars
- C. Climb-ladders (4 ladders, bar, rings)

IV. Blocks

- A. Block busters (sturdy but light corrugated material)

V. Small Equipment

- A. Tea set, doll bed, soft toys
- B. Pull toys, trucks, trains, airplanes
- C. String beads, tinker toys, sewing boards, lacing shoe
- D. Other small educational toys and puzzles

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BOOKS

I. Books to Read to Children

A. What's Its Name, Jean Utley, University of Ill. Press 1950

B. Sung Under the Silver Umbrella, Association for Childhood Education, Macmillan Co. 1935

C. Sung Under the Blue Umbrella, Association for Childhood Education, Macmillan Co.

D. Anthology of Children's Literature, Johnson, Edna & Scott, Carrie, Houghton Mifflin Co. 1935

E. My First Book, Simon & Schuster

F. The Pokey Little Puppy, Janette Sebring Lowrey, Simon & Schuster

G. A B C Picture Book, Adams, George and Henning, Paul, Plat & Munk Co., New York

H. Come to the City, Tenson Ruth M., Reilly & Lee Co. Chicago

I. Billy Buys a Dog, Stewart Elizabeth Laing, Reilly & Lee Co.

J. The Little Red Hen, Golden Books, Simon & Schuster

III. Books Small Children Like to Use

A. Baby's Farm Friends, Saafield Publishing Co., Akron, Ohio

B. Baby's Animal Toys, " " "

C. Animal Pictures, " " "

D. I Know, I Know, " " "

E. Upsy, Downsy, " " "

F. Farm Animals, " " "

G. Baby Animals, " " "

H. Pets, Treasure Books Inc. New York

I. Baby's First Book, Treasure Books Inc. New York

J. Mother Goose, Wonder Books

K. Farm Animals, "

L. Toys, "

M. Farm Animals, Dean's Rag Book Co. Ltd. London

N. Things I See, " " "

O. Puff, Chug and Toot, Sam Gabriel & Sons & Co., N.Y.

P. Baby's Pets

Q. All By Herself, A Plakie Product

R. All By Himself, " "

III. Common Signs

A. Common Signs of Community Service and Safety

IV. Resource Materials for Teachers

A. Teaching Extremely Retarded Children, Mental Age 3-5 years, I.Q. 30-50. Martin, Bertha W., Kent State University, Kent, Ohio

B. Teaching the Retarded Child at Home, Osterbout, Edna Danison, Seeman Printery Inc., Durham, N. C.

C. New Hope for the Retarded, Pollack, Morris and Miriam, Porter Sargent, Boston

D. Teacher's Guide to Child Development, Hockett, Ruth Manning, California State Printing Office

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MUSIC

I. Records

A. Decca:

1. A Child's First Pets - DU 1004
2. A Child's First Games - DU 1003
3. Nursery Rhymes - CU 101
4. Mother Goose Rhymes - CU 100
5. A Child's First Rides - DU 1006
6. Songs of Safety - CU 113

B. Pram:

1. Nice - Bye Bye - 1a-1b
2. Where are Your Eyes - 2a-2b
   Big and Little
3. Toys - Sleepy Time - 3a-3b
   Clap Hands-Up! Up! - 5a-5b

C. The Children's Record Guild:

1. Me, Myself and I - CRG 1007a
2. Do This! Do That! - CRG 1040b
3. Let's Help Mommy - CRG 1032a

D. Childhood Rhythms - Ruth Evans:

1. Series 1 - Elementary Rhythms
   a) Walk, Run, Skip; March, Jump, Skip (101-102)
   b) Ducks; Camels; Horses, Elephants;
      Trains; Tops; Soldiers; Airplanes (103-104)
   c) Swings, See Saws; Bicycles; Rowboats;
      Fairies; Witches; Giants; Dwarfs (105-106)

E. Art - Jean Barnett:

1. Keep Time; Turn Your Partner; Right Hand Up;
   Scarf Dance; Tambourine Dance (JB 603a-JB 603b)

F. Pied Piper:

1. Twinkle Twinkle Little Star (pages 16a-16b)
   Sing a Song of Sixpence
2. Farmer in the Dell (pages 14a-14b)
   A Tisket, A Tasket
3. Three Little Kittens (pages 24a-24b)
   Baa, Baa, Black Sheep
4. Little Bo Peep (pages 17a-17b)
   Mary Had a Little Lamb
5. Rock-a-Bye Baby (pages 25a-25b)
   Polly Wolly Doodle
6. Yankee Doodle (page 29a)
   Ten Little Indians

G. Playtime:

1. The Stars and Stripes Forever (308 PV)
   Washington Post March
2. When Johnny Comes Marching Home (377 PV)
   The Caissons Go Rolling Along
3. From the Halls of Montezuma (376 PV)
   Anchors Aweigh
4. Today is Monday (350 PV)
   The Bear Went Over the Mountain
5. The Happy Birthday Record (357 PV)
   How Old Are You
6. Looby Loo (344 PV)
   Did You Ever See a Lassie

H. Record Guild of America:

1. Rain, Rain, Go Away (V 403)
   There Was An Old Woman
2. Fiddle Dee Dee (V 501)
   Peas Porridge Hot

I. Peter Pan Records:

1. Old King Cole (115a-115b)
   Little Boy Blue
2. Pop! Goes the Weasel (203b-202a)
   Oh Dear! What Can the Matter Be?
3. Peter, Peter, Pumpkin Eater (204a-204b)
   The Farmer in the Dell
4. The Night Before Christmas (222-225)

J. Voco Inc.:

1. The Counting Song (501)
2. Laugh, Laugh, Phonograph (506)
3. London Bridge (603)
4. Ding Dong Bell (V 504)
   Three Blind Mice
5. Oats, Peas, Beans and Barley Grow (V 402)
   Early to Bed
6. Lazy Mary (V 401)
   Billy Boy

II. Books

A. Melmont Publishing Company, Chicago, Illinois
   Song Bell Songs and Games by Shirley Betty Barsh and Harold Barsh

B. Ardelle Manning Productions, Palo Alto, California
   Original Children's Activity Songs by Ardelle Manning

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RESOURCE MATERIALS FOR THE TEACHER

1. Teaching Extremely Retarded Children - Mental Age 3-5, I.Q. 30-50 Martin, Bertha W., Kent State University Bulletin, Kent, Ohio

2. Teaching The Retarded Child at Home - Osterbout, Edna D. Seeman Printery Inc., Durham, N. C.

3. Teacher's Guide to Child Development - Hockett, Ruth Manning, California State Printing Office

4. New Hope for the Retarded - Pollock, Morris and Miriam, Porter Sargent, Boston, Mass.

5. Your Child From One to Six - U. S. Department of Health, Education and Welfare - Children's Bureau; Publication 30.

6. Fears of Children - Ross, Helen; Science Research Associates, Chicago, Illinois

7. The Child's First Days in Nursery School - Committee on Mental Health of the State Charities Aid Association, New York, N.Y.

8. Some Special Problems of Children (Aged 2 to 5 years), Ridenour, Nina and Johnson, Isbel, National Association for Mental Health

9. The Backward Child - Information Services Division, Department of National Health and Welfare, Ottowa, Canada

10. How a Child Feels About Entering a Nursery Center - Committee on Mental Health of the State Charities Aid Association, New York, N.Y.

11. Discipline Through Affection - Auerbach, Aline B., Child Study Assoc. of America, Inc., New York, N.Y.

12. Teach Me - Division of Public Institutions, St. Paul, Minnesota

13. Enjoy Your Child - Ages 1, 2 and 3 -- Hymes, James L., Public Affairs Pamphlets, New York, N.Y.

SEVERELY RETARDED

CLASSES

Section B

Severely Retarded Groups are divided into elementary and secondary classes according to the chronological ages. The material is not on levels but it is arranged so that the teacher can adapt it to individual needs.

SUGGESTED DAILY SCHEDULE

(8:30 - 3:00)

8:30-8:50	Opening Exercises: Good Morning Flag Salute Group Singing Collection of lunch money Health Check (teeth, nails, handkerchief)
8:50-9:30	Reading Activities Seatwork Reading individually or in very small groups Some form of quiet desk activity related to reading activities for those not in group
9:30-9:45	Bathroom
9:45-10:15	Mid-Morning Refreshments
10:15-10:45	Physical Education Activities: Running Skipping Catching Throwing
10:45-10:50	Quiet Time: relax
10:50-11:15	Writing or Written Number Work
11:15-11:30	Oral Games, Flash Cards, etc.
11:30-11:45	Music, Dramatic or Rhythm Activities
11:45-12:00	Prepare for Lunch
12:00-12:30	Lunch
12:30-1:00	Rest
1:00-1:15	Story
1:15-2:00	Arts and Crafts: Coloring Cutting Pasting Finger painting Clay Simple weaving or sewing Using jigsaw

2:00-2:30	Clean Up and Housekeeping Tasks: Wash boards Dust Put toys away Feed pets Water plants
2:30-3:00	Evaluation: Distribution of papers to be taken home Review by teacher of pictures on paper Teacher asks questions
3:00	Closing of School

SUGGESTED DAILY SCHEDULE

(8:30 - 11:00)

8:30-9:00	Remove Wraps
8:30-8:50	Opening Exercises: Flag Salute Song
8:50-9:15	Oral Group Games: Number concepts Language development Discussion of current unit
9:15-9:45	Transition from Oral to Written Work: Daily papers Coloring Writing of names, numbers (related to unit)
9:45-10:00	Bathroom - Wash Hands
10:00-10:15	Refreshments in Cafeteria
10:15-10:35	Reading Readiness and Reading (chiefly individual work)
10:35-11:00	Varied Activities: Arts and Crafts Music and Rhythms Socio-Drama Sensory Training Stories

* * * * * * * *

Activities are made simpler or more complex depending on the needs of the individuals. Integration of activities with other classes in the school is helpful. For example: movies, holiday programs.

Similar schedule is suggested for afternoon group.

SENSE TRAINING

This is a necessary experience for all children, especially for those with impaired mental capacity. Outside stimuli excite the sense organs and cause increased and varied actions and reactions. The teacher must provide incentives to stimulate these sensory organs.

I. Suggested Activities

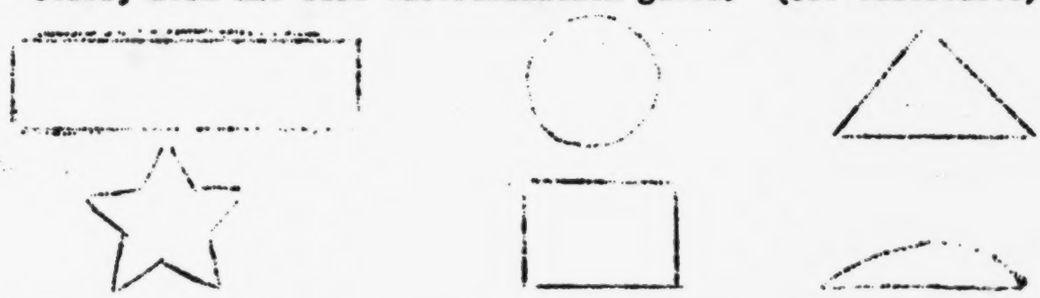
A. Isolate the sense:
   1. Cover the eyes while listening
   2. Teacher whispers a name
   3. Child responds
   4. Identification of sounds:
      a) A bell
      b) A drum
      c) A whistle
      d) High and low on the piano
      e) A tap
      f) Outside sounds

B. "Peep Show"
   1. Peep in a box with 3 objects
   2. Name what is seen--"I see a ball, a pencil, a crayon"
   3. Remove one. What is missing?

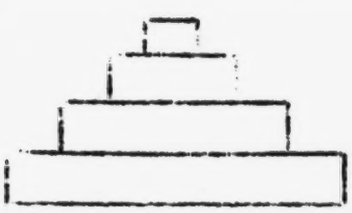
C. Games to discriminate taste and smell (use soap, perfume, onion)

D. Learn letters by touch (kinaesthetic method); use plastic letters.

E. Color, form and size discrimination games. (Use cardboards)



F. Pile blocks according to size. (Repeat blindfolded)



G. Present two colors at a time. First step is matching red to red; green to green:

1. This is red; this is green
2. Give me the red; give me the green
3. What color is this?

H. Look at the red card. Hide it. Find another object the same color.

LANGUAGE DEVELOPMENT

I. Purpose: To promote language meanings and encourage distinct and understandable oral expression.

A. Suggested Activities:

1. Give children opportunities to listen to poems and stories, both with and without pictures.
2. Encourage them to tell stories based on a single picture or their own experiences.
3. Informal dramatizations - imitate social customs, play tea party, everyday work of parents, work of community helpers: fireman, policeman, doctor, etc. Dramatize familiar stories and characterizations.
4. Give children opportunities to retell stories, using flannel board or other aids.
5. Encourage children to take part in sharing periods in the classroom.
6. Use toy telephones and microphone in class. Discuss TV programs children enjoy.
7. Encourage listening -- records, songs, stories.
8. Use of excursions and all types of visual aids to reinforce meanings.
9. Tell how to do or make something.
10. Use rhymes or finger plays; choral speaking.
11. Oral Quiz Show:

Example: a) How many people live in your house?
b) How old are you?
c) What month is your birthday in?
d) What does mother need when she sews?
e) What can you buy at the store:
to wear? to eat? to play with?

II. List of Words Most Commonly Used

A. The Dolch List of words most commonly used can be utilized for experience stories covering such topics as: health, safety, the family, and activities of daily living which come into their environmental range.

B. The following is a list of words for A.D.L. Reading, for the youngsters who are on the secondary level:

Neighborhood street signs and bus numbers.

Toilet	Slow	Poison
Rest Rooms	Walk	Safety Zone
Men	School	P. O.
Women	Fire Escape	Dr.
Girls	Danger	Mr. & Mrs.
Boys	Exit, Enter	Quiet
Park	Keep Out & Off	Bakery
Stop	Cross Walk	Grocery
Go	Bus Stop	Drugs
Look	Wet Paint	Hardware
Listen	No Parking	Shoes
In, Out	Deep Water	Meats
Up, Down	Private	Elevator

III. Ways to Increase Reading Efficiency

A. Visual aids of all types
B. Excursions for experiences
C. Use of kinaesthetic method - sand trays, plastic letters
D. Moving pictures and TV, games to impress words
E. Matching of words and pictures
F. Word Bingo
G. "Fishing for Words" (Use magnet on string attached to small pole or stick. Attach paper clips to word cards)
H. Individual booklets and word cards to take home
I. Experience stories (constantly repeat basic words)
   Example: See Mother
   I see Mother
   Come and look, Mother
J. Games using word and phrase cards, action games
   Example: I can run
   See me jump
   Play ball with me

IV. Bibliography for Retarded Readers

A.	Beckley-Cardy Co.	Cowboy Sam Series
B.	Macmillan Co.	Rusty Wants a Dog Straight Up Toby
C.	Ginn & Co.	We Live on a Farm We Live in the City
D.	Row, Peterson	I Know a Story Spring is Here Fall is Here Winter is Here Summer is Here
E.	Laidlaw Brothers	Making Storybook Friends On the Way to Storyland

READING

I. Some of these pupils can achieve a minimal amount of primary reading.

- A. Must be highly individualized
- B. Need sense-training
- C. Speech and language development
- D. Color sense
- E. Some number concepts (before beginning reading)

II. Oral Communication

- A. Dramatics
- B. Music
- C. Poems
- D. Jingles and numerous devices to develop listening ability
- E. Use of telephone plays
- F. Sharing and discussion periods
- G. Use of flannel boards for story-telling
- H. Games involving conversation

Note: Once Reading Readiness has been attained, the teacher should then write her own script, adapting the basic reading vocabulary to the child's C.A., M.A., and aptitudes. Material content should be within the child's scope of experience.

III. Reading for Safety

- A. Common Signs of Community Services and Safety:
  1. Exit
  2. Stop
  3. Go
  4. Slow

SPELLING AND WRITING

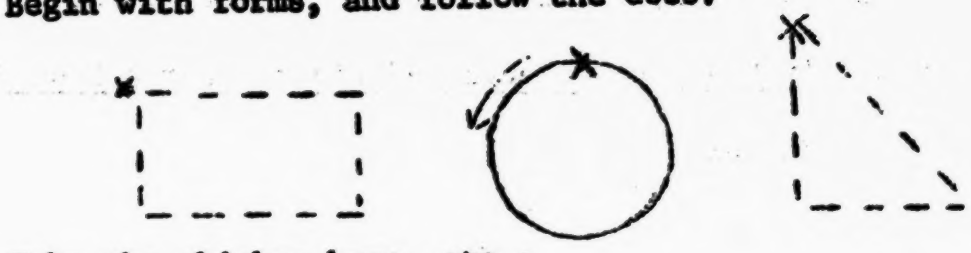
I. Spelling is taught only if child can profit from it.

- A. Begin with one and two letter words, and words they can sound phonetically.
- B. Make up a list from their everyday vocabulary.
- C. Use the single consonant sounds. Begin with the ones in their names; use chiefly the initial sounds.
- D. Spelling and reading are best achieved through rote learning.

WRITING

I. Suggested Procedure

A. Begin with forms, and follow the dots:



Take the chicken home, etc.:

II. Development of Letter Forms

A. Use sand table, blackboard, sandpaper letters, and plastic letters.

B. Letters should be taught with the use of a nursery rhyme, jingle, or some device which would impress the letter in the child's memory.

Example: H - one step on a ladder
T - table top and a leg
R - down, around and a leg
A - up the hill, down the hill and a tunnel

C. Writing of numbers should be taught in sequence despite the differences in form, to avoid concept confusions (1-2-3-4-5).

D. Names should be printed daily as soon as child learns to work with the letters. (Use copy work for a long period).

E. Cursive writing:

1. Begin with names. This is usually taught on the secondary level.
2. Practice work should be within their experiences.

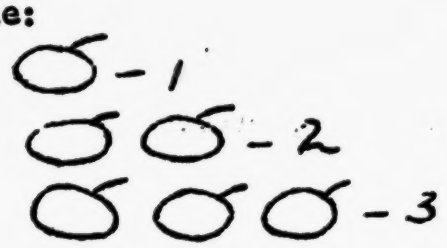
Example: names of classmates, addresses, phone numbers, age, days, months, holidays, name of city, state, school etc.

ARITHMETIC

The development of number concepts is a long process. Anything abstract is extremely difficult for the severely retarded child.

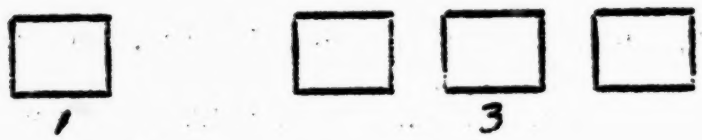
I. Use Only Concrete Objects and Figures For a Long Time

A. Example:

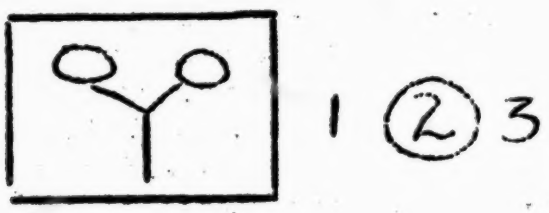


B. Apply numbers in games:
   1. How many boys, girls?
   2. Count the boys, lollipops, blocks, crayones, etc.
   3. Count objects on flannel board.

C. Associate number forms with grouped objects. Match them.



D. Draw a ring around the right number:



II. Teach New Numbers Through Use of Stories, Poems, Songs, etc.

A. One, two, button my shoe.
   Three Little Pigs, Three Bears.
   Ten Little Indians.
   Shake 5 Fingers, Then Shake 10.

III. Suggested Material to be Covered

A. Counting -- 1 to 5, 10 to 50
B. Write numbers 1 to 12
C. Time: 1 to 12. Associate time with daily activities: rising, school, lunch, bed. Tell time by the hour and half-hour.
D. Money: recognize coins - 1¢, 5¢, 10¢, 25¢, 50¢ and 1 dollar, if possible. Make change to 25¢.
E. Postal terms: recognize 4¢ stamp, 5¢ stamp, air mail (8¢).
F. Calendar:
   Days of the week
   Names of months and seasons
   Holidays - months they occur
   Age - birthdays

G. Number recognition:
   Telephone numbers
   House addresses
   Bus numbers
H. Thermometer:
   Hot or cold
   Up or down
I. Measurements:
   1 glass
   4 glasses - 1 quart
   1 dozen
   Recognize a whole and one-half of a single object
   Use ruler: 1-12 inches, and for drawing straight lines

Note: Formal number combinations should not be stressed, except in occasional individual cases. Apply counting in practical situations: how many lunch trays, cost of each, how many ice cream cups, etc.

IV. Number Games

A. Ring Toss (use large peg-board, with each peg numbered. Child can read number and write it on board after he has tossed the ring on the peg).
B. Number Bingo (use cards with numbers they are working with).
C. Hop Scotch (number the boxes).
D. Number Puzzle (place number cards in correct positions).
E. Flash Cards (record their house addresses on cards for identification).
F. Make use of peg-boards, colored beads, dominoes, for counting games.
G. Bounce and In (use ball or bean bag - toss into basket).
H. Horseshoes.
I. Fishing.

V. Number Vocabulary

Up and down
Big and little
Tall and short
Young and old
Small and large
Too big, too little
Too many
How much, how many
Same, different
Few
More or less
In, on
Half and whole
First, last, middle
Before and after
Front, back
Long, short
Today, yesterday, tomorrow
High, low
Early, late
All, none
Both
Pair
Under, over
Top, bottom

VI. Equipment to Aid in Number Concepts

Counting bars
Beads (large)
Pegs and peg-boards
Discs for counting
Cigar box kits for individual children
Varied objects for number games and counting
Felt boards and figures

SOCIAL STUDIES

I. Orientation Group

September and October: Mother Goose Theme - Nursery Rhymes
The House and Family (rooms, furniture, purposes, members of family and their relationships)
Halloween (simple introduction, stress fun, not fear)

November: The School (yard, halls, bathrooms, fountains, cafeteria, other classes, school personnel, library, auditorium, line formation)
Thanksgiving

December: Christmas

January and February: Animals (pets, zoo and farm animals)
Valentine's Day

March: Safety in the home

April: Easter

May: Flowers, trees, grass (stress colors)

June: Vacation fun and safety outdoors

II. Primary Group

September: Good Manners (the magic words; stress behavior in home and school)

October: Halloween (recall previous year's learning)

November: The Circus
Thanksgiving

December: Christmas (a bit more detailed than last year)

January: Safety in school and neighborhood
Traffic rules
Good Health (foods, health rules, self-care, etc.)

February: Valentine's Day
Washington's Birthday (idea of leadership)

March: The Farm - where foods come from

April: Easter

May: Fish (visit to Seaquarium)

June: Vacation fun and safety reviews

III. Intermediate Group

September: As a review unit: "Things We Do" (develop language and evaluate their previous retained learnings).
Example: We play, We rest, We work at school, We help at home, We help in the garden, We visit, We ride, We use good manners, We shop, We see TV and movies, etc.

October: Halloween

November: The big stores, How we shop for Christmas
Thanksgiving

December: Christmas

January and February: In our City - How we live, shop, travel, work, play. Our churches, playgrounds, fire stations, schools, etc. Our community helpers, etc.

March: The telephone--language development, polite conversation, alphabet reviews, number reviews, socio-drama, use of phone

April: Easter

May: Recreation in Miami - boating, fishing, swimming, parks, etc.

June: Summer safety

IV. Secondary Level

A. Review to strengthen all phases of home and community living.
B. Simple study of Florida (use Florida Workbook II)
C. Suggested trips to coincide with units:
Zoo, Crandon Park, Library, Museum, Circus, Seaquarium, Home Milk Dairy, Dressel's Farm, Post Office, Fire Department, neighborhood trips (stores, traffic signals, etc.), boat and train trips, Indian Village, Mike Osceola's Trading Post

OCCUPATIONAL TRAINING

I. Primary Level

A. All activities should be supervised

B. Teachers should stress proper work habits
   1. Completing tasks
   2. Accepting correction
   3. Putting things away
   4. Taking care of equipment
   5. Using household utensils and equipment
   6. Simple housekeeping tasks:
      - Dusting
      - Sweeping
      - Washing dishes
   7. Lawn care:
      - Mowing
      - Raking
      - Watering
   8. Caring for classroom:
      - Washing desks
      - Polishing desks
      - Washing blackboards
      - Emptying wastebaskets
   9. Caring for and use of simple tools

II. Secondary Level

A. Supervised activities:
   1. Kitchen help:
      - Dishwashing
      - Bus boys
   2. Groceries:
      - Separating
      - Bag boy
      - Marking
   3. Shop work:
      - Use of tool in one operation
      - Painting
      - Sanding
      - Factory work
      - Gluing
   4. Envelopes:
      - Folding
      - Inserting papers
      - Stamping
      - Stapling
      - Counting
   5. Gardening
   6. Shoe shining
   7. General all-round handyman

MUSIC

A good music program contributes to the growth of each child. Primarily, it helps the youngster to respond emotionally, physically, intellectually, and tends to develop his sensory perceptions.

Retarded children, who are apt to experience frustrations and tensions of varied types, respond to music of every form wholeheartedly. Music should be a part of the daily program, and if the teacher feels the need, should be used at any time for emotional releases.

I. Objectives

A. Recreation and sensory pleasure

B. Development of listening abilities and increased attention span

C. Rhythmic experiences and hand manipulation of rhythm band instruments

D. Increased development of language through songs

E. Correlation with other subject matter for increased retention.
Note: The music chosen should, preferably, be on a primary level. Popular songs are also a source of enjoyment. For listening, melodic and descriptive music, and music of varying moods should be chosen.

II. Suggested Books and Songs

A. Music for Early Childhood - Silver Burdett Co.

1. Community Helpers (page 19)
2. Counting Song (page 8)
3. Pretty Easter Bunny (page 108)
4. Who's That Knocking At My Door? (page 14)
5. America (page 106)
6. Billy Boy (page 111)
7. Ki-Yi-Yi (page 68)

8. Mister Barber; Mister Policeman (page 18)

9. Holiday songs

B. New Music Horizons - First Grade Experiences - Silver Burdett

1. Candy Shop (page 30)

2. Birthday Song (page 24)

3. The Ice Cream Man (page 29)

4. The Merry-Go-Round (page 90)

5. The Circus (page 92)

C. Singing On Our Way - Ginn & Company

1. This Old Man (page 9)

2. Eency Weency Spider (page 9)

3. Little Shoemaker (page 10)

4. I Can Play and Sing (page 156)

D. The Golden Song Book - Simon Schuster - New York

1. A variety of 63 songs and singing games (all applicable)

E. Music For Early Childhood (Rhythm Band Songs)

1. Burlesque Band

2. Drum Song

3. Ki-Yi-Yi

4. The Orchestra

5. Santa's Sleigh

6. Any regular march rhythm

F. Original Children's Activity Songs - Ardelle Manning Prod.

G. Song Bell Songs and Games - Melmont Publishers Inc.

III.. Suggested Songs for the Older Children would include:

Pop Goes the Weasel; Yankee Doodle; Row, Row,
Row Your Boat (and other rounds); Oh, Susanna;
Home on the Range; God Bless America

PHYSICAL EDUCATION

Many mentally retarded children lack energy and initiative; others are hyperactive. Most of them have poor physical coordination. Therefore physical education should be an essential part of the program so they can reach their highest potential.

In teaching a new game, rhythm or dance, present one idea at a time; never vary the mode of procedure, and repeat frequently. These boys and girls are more interested in action than in game outcomes.

I. Objectives

A. Improved large and small muscle coordination

B. Improved initiative

C. Release from tensions

D. Social attitudes: sharing, taking turns, cooperating, playing fair, etc.

II. Suggested Games

A. "One, Two, What Can You Do?"
(One child stands in the middle of a circle with his finger pointed and his eyes closed. He spins around, points to a child and says, "One, two, what can you do?" The person to whom he points must answer, "I can hop, jump, run, fly, etc." (He does the action.) Class responds: "If he can do it so can we, one, two, three.")

B. Tag Games:
(Frequently the teacher must name the child to be tagged and by whom, to avoid confusion).

C. Farm Animals:
(Designate a pasture. Each child thinks of himself as an animal. They all are in the barn. Teacher or a leader is the Farmer. The Farmer calls out the sound of an animal. If he says "Moo, moo", the cows run to the pasture. After numerous animals have run, he can call out "The barn's on fire!" whereupon all the rest run out to the pasture).

D. Follow the Leader

E. Bean Bag Pass (use bean bag or a ball)

F. Bean Bag on the Head Relay (helps with posture)

G. Over and Under Relays (usually good for secondary level as they can follow directions more adequately)

H. Feed the Porpoise-or-Get the Ball into the Wastebasket (teacher can designate distance at which the children may stand)

I. Kick Ball Circle Game

J. Tether ball (if available)

III. Rhythms

A. Childhood Rhythms - Ruth Evans

B. Rhythm Band

C. Nursery and Primary Game Songs:
Pied Piper records
Playtime records
Peter Pan records
Voco Inc. records

D. Suggested Simple Dances:
Shoemaker's Dance - Games, Rhythms, Dances: C.J. Barnett
Pop Goes the Weasel " " "
Hansel and Gretel " " "
Round the Village - Golden Song Book
Looby-Loo " "
Hokey-Pokey " "
Bow Belinda - Music for Early Childhood
The Old Brass Wagon " "

E. Exercises:

1. I'm a see-saw in the park,
(jump with feet apart and stretch arms sideward)
Children ride to almost dark,
(keep arms sideward and away from side to side, like on a see-saw)
Then off they jump
(jump lightly on toes)
And hurry home
(run lightly on toes)
But I stay in the park,
(arms stretched sideward, see-saw motion)
Alone.
(stand in correct posture)

2. I stand on my tiptoes to make myself tall,
(stretch arms upward, knees straight, elbows straight)
I bend my knees to make myself small,
(hands on hips, back straight, deep knee bend)
I like to be tall,
(arms stretched upward)
I like to be small,
(hands on hips - bend knees)
But I like my own height
(hands on head)
Best of all.
(arms at side, correct posture)

3. Jumping Jack, Jumping Jack - Out, In, Out, In,
(jump with feet apart, then together; repeat)
Turn yourself about.
(turn in place with small steps)

4. Chicken Wings
(fists in arm pits - chest up)
Go flop, flop, flop
(pull elbows back and down 3 times)
Little rabbits go hop, hop, hop
(arms bended in front of body, hands relaxed, and hop, hop, hop)
Little boy's tops go spin, spin, spin,
(arms shoulder level, chest up, turn lightly on toes in place)
Bells in the steeple
(clasp hands over head)
Go ding, ding, ding.
(sway in above position)

5. I look for a bear,
(twist trunk from side to side--shade eyes)
I look for a tiger,
(twist trunk from side to side--shade eyes)
I run away fast if I see one,
(run lightly on toes in place)
The animals are looking for a dinner,
(twist from side to side)
Let's run away fast as we can.
(run lightly on toes in place)

ARTS AND CRAFTS

All art activities serve varied purposes: (a) diversional, (b) development of hand skills and coordination, (c) sense experiences in dealing with colors, and varied other media such as: water colors, crayons, finger paints, clay, chalks, etc., (d) development of free expression.

When possible, art activities should be centered around the current units of work.

I. Objectives

A. Primary Level:

1. Use of crayons - coloring within lines.
2. Folding, tearing, and cutting
3. Pasting
4. Color recognition and identification
5. Painting - include care of materials
6. Finger painting
7. Sewing - using sewing cards
8. Use of clay - permanent and plasticene

B. Secondary Level:

1. Continuation of the primary objectives on a more detailed level
2. Measuring
3. Simple sewing
4. Simple wood-working -- care of tools
5. Shellcraft
6. Simple weaving - paper strips and yarn weaving

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7. Children in Action (Physical Education Instruction Guide)
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PRIMARY EDUCABLE

CLASSES

ELEMENTARY EDUCABLE CLASSES

(Primary Section C - Intermediate Section D)

Generally pupils on the primary and intermediate levels are in one room. However, when practical, the groups are divided into two separate classes according to chronological age.

SUGGESTED DAILY SCHEDULE

(8:30 - 2:00)

8:30 Opening Exercises:
- Flag Salute
- Song
- Roll Call

8:45 Sharing Time:
- Plans for the day, using date

Chart Story:
- Through the sharing period a group experience language lesson (chart story) can be written in manuscript on the blackboard. This lesson can be used for each child to write the story, the more advanced to write answers to questions about the story, and an art experience for all (draw a picture about the story). Words from the story can be used also for a formal writing and spelling lesson.

9:10 Group Work:
- Reading Readiness
- Writing
- Coloring

9:40 Bathroom

9:50 Playground (supervised play)

10:30 Health:
- Cafeteria preparation
- Washing hands, etc.

11:00 Lunch

11:40 Rest Time:
- Story
- Listening to relaxing records

12:00 Activity Song

12:05 Group Work:
- Number Work
- Speech
- Reading

12:30 Filmstrips or stories to correlate with unit work

1:00 Playground (free play)

1:15 Arts and Crafts

1:45 Evaluation of Day and Preparation for Dismissal

2:00 Dismissal

SUGGESTED DAILY SCHEDULE (continued)

Note: Sufficient time must be allowed between activities for clean-up periods, preparation for the next activity, listening to instructions, and walking to lunchroom.

Seat work should be alternated with activity work since the children have such a short attention span.

FORM TO USE IN MAKING UNITS OF WORK

1. Objectives

2. Approaches

3. Activities:

   Subject matter (charts, books, songs)
   Skills (Reading, Writing, Number Work)
   Handwork (pictures, murals, ceramics)

4. Outcomes

5. Bibliography and References

NOTE: CHILDREN WHO CAN PROFIT FROM A FULL DAYS' PROGRAM REMAIN UNTIL 3:00. THE TEACHER WORKS WITH THEM INDIVIDUALLY...

READING

The educational objectives for Primary Special Classes in the area of Language Arts must include the development of a means of communication to the limit of each child's ability.

I. Reading

A. Purpose:

1. There is a three-fold purpose in teaching reading to the primary retarded child. He should be able to read for: Safety, Information and Pleasure.

B. Directed Reading Activity:

1. Prepare the children for the lesson:
   a) Develop background of experiences for story by discussing pictures in text and past experiences of the children.
   b) Develop meaning concepts of new words by presenting them in context, sentences and stories.
   c) Establish desire to read story by questions and anticipating outcome.

2. Interpret the story through guided reading:
   a) Ask questions so the children will begin to read for a purpose. Have the sentence read silently with help from the teacher on words which may not be easily recognized.
   b) Have the story re-read orally as a unit to help unify the action and help the children see story as a whole.
   c) Discussion should develop the ability to draw inferences, to anticipate outcomes and form associations.

3. Check on comprehension of new words by using them in sentences other than those in the story:
   a) Teach the children to match the capitalized and uncapitalized forms of words.
   b) Match the printed form and the manuscript or cursive.
   c) Match pictures and words, or place together pictures that begin with the same sound.
   d) Group pictures used in various activities together.

4. Vocabulary development:
   a) Encourage independent word attack on unknown words by use of configuration clues, context clues, picture clues, and phonetic analysis.
   b) Repetition is essential in the development of a basic reading vocabulary. This can be done by:
      Word games (Lotto or Picture Lotto)
      Jingles and nursery rhymes
      Word, phrase and sentence cards

5. Differential activities:
   a) Workbooks or ditto pages with teacher's instruction and supervision. Correction done with the pupil.
   b) Picture books illustrating stories.
   c) Dramatization of story.
   d) Use related library books, films, filmstrips, records, songs.

Note: Basic reading series teacher's manuals contain many suggestions for developing a reading vocabulary for children. Some of the methods must be modified to suit the capacilities of the children.

II. Language - Oral Expression

A. Learning experiences should include activities which will help each child to:

1. Know first and last name
2. Know address and telephone number
3. Learn correct use of the telephone
4. Ask questions correctly
5. Tell rhymes from memory
6. Learn alphabet by making and illustrating picture dictionaries
7. Learn names of foods by reading daily menu
8. Eliminate common errors in speech, such as using "I" for "me"
9. Pronounce teacher's, principal's and school name correctly
10. Request permission correctly
11. Express politeness
12. Provide opportunities for free oral expression through conversation, oral book reports and "Show and Tell"
13. Participate in choral speaking, puppet play and finger play

III. Listening

A. Help children realize the importance of good listening habits.

B. Suggested procedures:

1. Sit or stand quietly during announcements and opening exercises.
2. Repeat and follow directions given by teacher to show comprehension.
3. Games such as Gossip, Red Light, May I, will help them learn to listen.
4. Listen for pleasure to stories, poems and records.

IV. Spelling

A. This should be the vocabulary the child uses in his daily reading and experiences. Spelling lesson should include words which will help him form good habits of communication:

1. Child's name and address and those associated with his environment.
2. Members of family: father, mother, sister, brother.
3. Health: teeth, hair, food, comb, brush, soap, bath, wash, water.
4. Common verbs: sit, eat, talk, go, come, sleep, love.
5. Foods and their prices.
6. Giving simple directions.

B. Suggested Procedure for Entire Class:

1. Teacher writes word to be learned on the blackboard.
2. Teacher pronounces word carefully.
3. Children pronounce word.
4. Children trace word on desk with finger to get kinaesthetic image, pronouncing each letter as it is written.
5. Children close eyes and try to see word, to develop an image of the word so they can recall it in detail after it is taken away.
6. Word is erased and children write it from memory.
7. Teacher writes it on blackboard again and it is compared with the child's word. If correct, the child writes it again. If incorrect, the original process is repeated. The correct word must be in his mind before he attempts to rewrite it. He should now have a perception, an image, and a correct habit to make the spelling of the word automatic.

V. Writing

A. The goal for primary children should be good legible manuscript. Most children will first need to be taught correct posture and proper position of paper and pencil. Special attention should be given to left-handed children.

B. Writing is basically a kinaesthetic skill and can be taught successfully by this method. Small muscle control is not developed in the young child and he may need to begin with very large paper and pencil. Folded and lined newsprint can be used in the beginning.

C. The children will first need to trace and then copy simple forms such as straight lines, circles and triangles.

1. Manuscript letters are formed from these basic lines and the ability to copy these lines is most important.
2. Letters formed from pipe cleaners or cut from sandpaper can be made for the child to feel as he traces with his finger.
3. Letters can be learned in groups that are made alike:
   a) Tall letters: b, d, f, h, k, l, t.
   b) Round letters: a, c, e, o.
   c) Long letters: g, j, p, q, y.
   d) Hump letters: m, n, u, r, s.
   e) Stick letters: i, v, w, x, z.
4. Charts and ditto sheets can be made showing the correct formations.

D. DAILY PRACTICE IS IMPORTANT, yet all writing should be functional. A CHILD SHOULD BE ASKED TO WRITE ONLY THAT MATERIAL WHICH HE CAN READ. Each child should be able to write his name, copy simple words, phrases and finally short sentences. Experience charts and a story for the day can use names of children in the class and include many of the simple spelling words.

ARITHMETIC

The arithmetic program for Mentally Retarded classes must be definitely functional. Intellectually disabled children find symbols and abstractions difficult to comprehend. There are, however, certain skills and a vocabulary with which they should be familiar and proficient within the limits of their abilities. The arithmetic activities should include problems and situations which the child will experience in everyday living. The methods of teaching will vary with the individual child. It is often permissible and even necessary to use methods and aids which are not recommended for teaching normal children.

Materials

List of suggested games and devices which may be purchased or made by the teacher:

- Number chart 0-100
- Counting frames
- Bingo games
- Flannel board
- Clocks - watches
- Chinese checkers
- Checkers
- Number concept puzzles
- Telephone
- Peg boards
- Coordination boards
- Blocks and beads
- Day by Day calendar
- Jullytime Dominoes
- Number readiness posters
- Flash cards
- Counting discs
- Number blocks
- Ruler and yardstick
- Childrens' card games:
  - Concentration, Fish, Rummy

Note: Sterns' STRUCTURAL ARITHMETIC, Houghton Mifflin Co., is highly recommended for use with young children. It is based on pupil discovery and experimentation.

I. Readiness

As in all learning there is a period of readiness in arithmetic, the length of which will vary with the mental maturity of the children. There are four stages of readiness through which the child must pass in order to have a clear understanding of our number system:

A. Concrete objects such as chairs, toys and balls.
B. Pictures of familiar objects.
C. Semi-concrete pictures of squares, circles, dots.
D. Abstract symbols or numerals.

II. Oral Counting

A. Oral counting from one to ten. Children learn to count chairs, books, boys, girls, crayons.
B. Recognize small groups of objects without counting, as three goldfish in a bowl, four chairs in a group.
C. Count place in line.
D. Count off for games.
E. Scoring in games such as Ring Toss, Ten Pins, Bean Bag.
F. Arrange numbers in sequence.
G. Count time in rhythm to nursery rhymes, records and number songs.

III. Reading and Writing Numbers

A. Drew groups of pictures on folded newsprint squares:
   1. One (1) red circle
   2. Two (2) blue boxes
   3. Three (3) green trees

B. Learn to write numbers from one to ten or higher:
   1. Sandpaper numbers cut out and pasted on cardboard help the child feel the form of numbers.
   2. Charts with arrows showing direction of strokes help the child learn the proper formation of numbers.
   3. Lined squares on paper are helpful in teaching the child proper sequence.

C. As ability improves some primary children will be able to:
   1. Write by ones 1-100
   2. Write by twos 1-10
   3. Write by fives to 100
   4. Write by tens to 100

D. Learn to find specific pages in a book.

IV. Addition and Subtraction

Much preliminary work must be done before the young child is ready for formal addition or subtraction.

A. Pupils should work with objects and toys, then, more abstract items such as cubes or discs.
B. Count chairs or books and tell how many are needed for the reading group.
C. Present 2 blocks. How many more do we need to make 3? 4? 5?
D. Picture problems should be used to introduce numbers. Count the dogs - write the number.
E. Counting: sticks or cubed-sticks help the child discover the combinations needed to make a certain number.
F. Pupils should be aware that large numbers or groups can be broken into smaller parts.
G. Learn the number combinations, addition and subtraction, to 10.

V. U.S. Money

A. Recognize money and coins from 1¢ to $1.00.

B. Learn relative value of these coins and bills; that is, a dime is worth more than a penny or nickel.

C. Recognize money needed for bus fare, lunch and milk.

VI. Measurement

A. Awareness of differences in measurement:
   1. Measure height of children in room, and compare

B. Weight:
   1. Awareness that some objects are heavier than others.
   2. Weigh children in class and compare weights
   3. Weigh various objects

C. Time:
   1. The children should become familiar with the calendar:
      a) Date
      b) Days of week
      c) Months of year
   2. Recognize numbers on clock
   3. Learn time in relation to child's day:
      a) Time we get up
      b) Time we come to school
      c) Time we eat lunch

   Note: Cardboard hands on paper plate clocks can be made and used by the children.

VII. Vocabulary

Number games - cardinal and ordinal

Big - little	Large - small
Tall - short	Above - below
Up - down	Long - short
Under - over	Far - near
Before - after	Many - few
In - out	More - less
Top - bottom	High - low
Odd - even	Pair, dozen
Heavy - light	Whole - half

SOCIAL STUDIES

Many of the concepts and ideas in the area of Social Studies are introduced at the Primary Level and repeated at the Intermediate Level. A concept presented at the Primary Level and reintroduced at the successive levels should, on each occasion, be developed in relation to the child's increased maturity.

I. Objectives

A. To help the child get along with members of his family, friends, neighbors, classmates.

B. To help the child become a worthy member of his home, school and community.

II. Areas of Study

A. Home and Family Living
B. Clothing for the family
C. Food for the family
D. Safety
E. Community Life - Workers and their Duties

SCIENCE

I. Objectives

A. To teach the child to observe carefully.

B. To acquaint the child with the world about him:
   1. The Dairy
   2. Water Life
   3. The Zoo
   4. The Circus

C. To develop a desire to understand, protect, and care for living things:
   1. Care of classroom plants and animals

I. Objectives

A. To derive enjoyment and relaxation.
B. To release emotions and direct them into satisfying, desirable and pleasurable activities.
C. To teach many rote songs.
D. To provide experiences in rhythmic activities.
E. To provide an atmosphere for listening experiences.
F. To dramatize action songs and nursery rhymes.
G. To correlate music with other areas:
   1. Drawing and painting to music
   2. Handcraft work can include making and painting rhythm band instruments
   3. Arithmetic terms can be meaningful when used for counting: solo, duet, trio, quartet

II. Rote Songs

A. Safety Songs:

1. "Let the Ball Roll" - Sing a Song of Safety (page 19)
2. "Traffic Lights" - Ginn and Co. Book I (page 183)
3. "If You Want to Cross the Street" - record
4. "The Policeman" - New Music Horizons Book I (page 31)

B. Cowboy Songs:

1. "Home on the Range" - Ginn & Co. Book III (page 26)
2. "Davy Crockett" - sheet music or record

C. Florida Songs:

1. Use "Tropical Tunes to Play"

D. Holiday Songs:

1. "The Witch Rides" - Music for Early Childhood Gr. I (page 97)
2. "Gobble, Gobble" - Days of Make Believe
3. "Silent Night" - Golden Book of Favorite Songs (pg 75)
4. "Jolly Old St. Nicholas" " " " (pg 75)
5. "Up on the Housetop" " " " (pg 75)
6. "Rudolph the Red Nosed Reindeer" - sheet music-record
7. "Jingle Bells" - New Music Horizons Book I (page 20)
8. "Santa's Coming to Town" - sheet music or record
9. "Frosty the Snowman" - sheet music or record
10. "Valentine" - New Music Horizons Book III (page 68)
11. "There's a Little Bunny" - Singing On Our Way Book II (page 93)
12. "Here Comes Peter Cottontail" - sheet music or record

E. Patriotic Songs:

1. "America" - New Music Horizons Book III (page 158)
2. "God Bless America" - sheet music or record
3. "This Land is Your Land" - record (Baton) N. Y.
4. "Yankee Doodle"

F. Miscellaneous Songs:

1. "The Bus" - Singing and Rhyming, Ginn & Co. (page 10)
2. "Thumbkin" (finger play) - Ginn Kindergarten Book
3. "Pop Goes the Weasel" - New Music Horizons Book III (page 108)
4. "Paw Paw Patch" - New Music Horizons Book IV (page 2)
5. "Every Day We Grow I-O"
6. "Good Morning" Song
7. "Health Song" - Old Music Hour Book - Kindergarten (page 107)
8. "Jack in the Box"
9. Song and Bell Songs and Games - Shirley & Harold Barsh
10. Original Children's Activity Songs - Ardelle Manning

III. Rhythms

A. Use rhythm instruments to songs or records.

B. Use drum for marching, walking, running.

C. Rhythm Band songs from Music for Early Childhood:
1. "Burlesque Band"
2. "Drum Song"
3. "Ki-Yi-Yi"
4. "The Orchestra"
5. "Santa's Sleigh"
6. Any regular march

D. Refer to Rhythms in Physical Education, Primary and Pre-School Sections (page C-14).

IV. Listening Experiences

A. Use records for:
1. Music appreciation
2. Resting
3. Cowboy songs
4. Story songs
5. Auditory discrimination: high, low, soft, loud

V. Dramatizations - Stories in Song

A. "The Shoemaker and the Elves" - Singing on our Way (page 158)
B. "Three Billy Goats Gruff" " " (page 167)
C. "The Gingerbread Boy" - First Grade Book (page 199)

ARTS AND CRAFTS

I. Objectives

A. To gain pleasure and enjoyment in self-expression.

B. To help the child appreciate beauty and color about him.

C. To teach the child to use and put away his art materials in an orderly fashion.

D. To develop the following skills:

crayoning	clay modeling
folding	papier mache
tearing	spatter work
cutting	textile painting
pasting	working with chalk
weaving	tempera painting
shell craft	finger painting

II. Suggestions for Handicraft Activities

A. Clothes pins. Paint to help the child identify colors.

B. String holder or Bank. Use pint-size ice cream container or milk carton. Cover with wallpaper strip, finger paint, or make a free-hand tempera paint design to go around it.

C. Indian headdress. Cut a strip of corrugated cardboard 1½" wide to fit the head. Cut another strip 10" long for tail. Fasten tail to headband and staple. Insert paper feathers different colors into each groove and staple.

D. Cosmetic bag. Cut from felt and sew.

E. Marbleized vases. Paint an attractive jar with white enamel. Fill a large bucket with water and put a few drops of different colored enamel into the water. Submerge the painted jar into the bucket of water and enamel. Swirl the jar in this mixture and set aside to dry.

F. Dek-All painted jewelry. Use Dek-All and paint on purchased copper shapes. Cement the shapes to earring and pin backs.

G. Felt book marks. Cut a strip of felt for the book mark. Let the child arrange small shells at one end of felt and cement to the felt.

H. String popcorn for Christmas tree ropes.

I. Hangers. Cover wire coat hanger with raffia or chenille. Hanger can be used for clothes or bent to various shapes.

J. Place mats. Fringe samples of upholstery, plastic fabric or burlap. They may be used plain or decorated.

K. Palm tree boat. Paint or shellac palm tree boat for use as a table decoration or a fruit bowl.

L. Plaster of Paris figurines. Pour plaster of paris into rubber molds. Allow to harden. Remove the mold and paint with tempera and shellac.

M. Clay beads. Roll clay into very small balls. Punch a hole in each ball with a paper clip. Fire in a kiln. String on wire that will not melt in a kiln and glaze. Re-string to use for beads.

N. String design. Drop a string on a piece of paper. Lay another piece of paper on top of the string and color lightly over the sheet with the flat side of a crayon. The pattern of loops will stand out in bold relief.

O. Blot drawings. Place a spot of tempera paint on paper. Fold the paper over so that the part of the paper without paint is brought into contact with the paint. When the first color dries, another color may be added, and the paper folded. Let the child tell the class what it reminds him of.

P. Scribble drawing. Have the class make random markings as loops, curves, angles and straight lines on their paper. Let them look for objects in their scribbles and have them color in these areas. They may see an animal, plant, bird, or abstract design.

PHYSICAL EDUCATION

I. Objectives

A. To provide activities leading to sound physical growth.

B. To develop and improve motor coordination.

C. To derive enjoyment from physical education activities.

D. Short activity games or rhythms should be used at any time to relieve tenseness or strain.

E. To help remedy physical defects.

II. Outdoor Games

A. Singing games and dances:

1. Did you Ever See a Lassie?
2. Looby Loo
3. Farmer in the Dell
4. Rig-a-Jig-Jig
5. To Round and Round the Village
6. I See You
7. Pop Goes the Weasel

B. Rhythms:

Childhood Rhythms, Series I:

101-102 Fundamental Rhythms:
Walk, Run, Skip, March, Jump, Gallop

103-104 Animal and Toy Rhythms:
Ducks, Camels, Horses, Elephants, Trains, Tops, Soldiers, Airplanes

105-106 Play and Character Rhythms:
Swings, See-Saws, Bicycles, Rowboats, Fairies, Witches, Giants, Dwarfs

Childhood Rhythms, Series II:

201-202 Rhythm Combinations:
Up and Down; Round and Round; Fast and Slow; Walk, Walk; Hop, Hop, Hop; Run, Hop, Hop, Stop; Walk and Skip

203-204 Bouncing Balls, Jumping Rope:
Bounce and Catch; Bounce, Bounce, Bounce, Hold; Bounce, Hold, Bounce, Hold; Bounce and Bounce and Bounce and Hold; Jump in Place; Jump Fast; Skip

C. Large Group Games:

1. Cat and Rat
2. Squirrel in the Tree
3. Follow the Leader
4. Dodge Ball
5. Duck, Duck, Goose
6. Cut the Pie
7. Farm Animals
8. Bird Cage
9. Midnight
10. Statues
11. Call and Bounce
12. Bowling
13. Hop Scotch
14. Tag games

D. Indoor Games:

1. Bean Bag Toss
2. Simon Says
3. Dog and Bone
4. Who is Knocking at my Door?
5. Seven Up
6. Policeman
7. Huckle-Buckle Beanstalk
8. King and Queen

Note: All of the preceding materials are found in Children in Action, Dade County Curriculum Bulletin #5.

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Junior Red Cross Magazine

INTERMEDIATE EDUCABLE

CLASSES

SUGGESTED DAILY SCHEDULE

(8:30 - 3:00)

8:30	Flag Salute "Star Spangled Banner"
8:35 - 8:45	Attendance Health Check Sharing Experiences
8:45 - 9:15	Sharing Time: Same as for Primary Classes (See Page C-1)
9:15 - 10:00	Group Work: Reading Coloring Language Arts
10:00 - 10:20	Rest, Drinks
10:20 - 11:15	Finish Reading and Arithmetic Activities
11:15 - 11:30	Prepare for Lunch
11:30	Lunch
12:00 - 12:15	Quiet Classroom Period Rest and Music
12:15 - 1:00	Writing Spelling Social Studies Science
1:00 - 1:10	Rest, Drinks
1:10 - 1:45	Arts and Crafts
1:45 - 2:00	Story Period
2:00 - 3:00	Individual Instruction
3:00	Dismissal

READING

Objectives

Mentally handicapped children must be taught to read. As adults, they probably will do little reading for pleasure but they must learn to meet the needs of everyday life.

Goals:

1. Reading for Protection
2. Reading for Information or Instruction
3. Reading for Pleasure

Reading Instruction Should:

1. Establish confidence
2. Include much repetition
3. Develop skills in:
   a) Pronunciation
   b) Enunciation
   c) Eye movement from left to right
   d) Comprehension
   e) Word endings
   f) Punctuation marks
   g) Expression

I. Reading for Protection

A. Signs one needs to know for everyday living.

II. Reading for Information or Instruction

A. Names of streets in the neighborhood.
B. Names of schools other than their own.
C. Names of churches other than their own.
D. Use of telephone directory.
E. Signs in library, neighborhood theaters, grocery stores, gasoline stations, department stores.
F. Days of week and months of year.
G. Calendars.

III. Reading for Pleasure

IV. Suggested Methods of Increasing Reading Efficiency

A. Use of various types of seatwork such as:

1. Matching:
   a) Picture, picture
   b) Word, word
   c) Picture, word
   d) Picture, phrase
   e) Phrase, phrase
   f) Sentence, sentence

2. Dictionary for color and vocabulary.

3. Read, color, draw according to directions.

4. Definitions (matching activity):

a) Mr. means _____.	man
b) Mrs. means _____.	woman
c) Songs are called _____.	bird
d) A robin is a _____.	hospital
e) Sick people go to the _____.	tunes
f) If you are very happy and gay, you are _____.	merry

5. Rules for Phonics:
   a) Vowels in open syllables (end in vowel) usually have a long sound.
   b) Vowels in closed syllables (ending in consonants) usually have short sounds (but, big, hot, cup, sit).
   c) In short words ending in e, the e usually is silent and the preceding vowel usually is long (ate, cane, cape, love, pine).
   d) When two vowels come together in a syllable the first is usually long and the second is usually silent (float, seam, seal). Child must see the word and hear the sound.
   e) When c comes before e, i, or y, it is usually soft - otherwise it is hard (ceiling, circus, cycle). The hard sound is k sound.
   f) When g comes before e, i, or y, it usually is soft- otherwise it is hard (giraffe, gym, gem, gin, gipsy, giant).
   g) The sounds of vowels followed by r usually are modified by blending certain consonants (car) first.
   h) When a is followed by l, the a usually is neither long nor short (ball, always).

6. Phonics or Word Analysis:
   a) Sight and sound combined
   b) Initial attention of phonics should be directed toward initial sound:
      1) words that begin the sounds
      2) words that rhyme or end alike
      3) words that are spelled the same way
   c) Should recognize words when they are separated into elements
   d) From known sounds, should be able to think a word through and pronounce it (church, "ch" "ur" "ch")
   e) Eye and ear both need to be trained
   f) Must be taught blend sounds
   g) Must be able to hear the sounds as well as see them
   h) Must be able to separate word into its common parts by syllabication. Vowels are a, e, i, o, u -- usually y and sometimes w.

B. Make phonogram booklets.

C. Find little words in big ones.

D. Put a ring around words that sound like cat, and, ight, ound, eat.

E. Find three words beginning with "r", "d", or any other letter.

F. Underline the long vowels, "a", "o", in baby, cake, late, note, gate.

G. Underline short vowels in sad, mad, had, lad. (Change vowel to be stressed from time to time).

H. Some of these words begin with vowels, some with consonants: (Put in their proper columns) pencil, apple, egg, farm, butter, coffee, hen, orange.

I. Words commonly confused: was, saw
   Tim's kitten _____ lost.
   Then Tim _____ his kitten.
   The kitten _____ in the garden.
   I _____ a new book today.

BASIC READING LIST

Dick, Jane, Sally -- Scott, Foresman Series

Alice and Jerry ---- Row, Peterson Series

Supplementary Readers: Cowboy Sam Series - Beckley, Cardy Co.

Primer and Grade 1:

Cowboy Sam

Cowboy Sam and Freddy

Cowboy Sam and Porky

Cowboy Sam and the Rodeo

Cowboy Sam and the Fair

Consult Bibliography for Retarded Readers for additional supplementary readers to use.

REMEDIAL TECHNIQUES IN READING

-- Grace M. Fernald --

Stage 1

Child learns by tracing words:

1. Teacher writes words with crayon.
2. Child traces with finger.
3. Child writes word without looking at copy.
4. Word placed in child's file.
5. Word should be written as a unit.
6. Word should always be used in context.
7. Story is printed for child to read.

Stage 2

Same as Stage 1, except that tracing is no longer necessary.

1. Teacher writes word.
2. Child looks at word and says over to himself.
3. Child writes word without looking.
4. Story is printed for child to read.

Stage 3

Same as Stage 2, except that child is able to learn from the printed word by merely looking at it and saying it to himself before he writes it.

1. He begins to read from books.

Stage 4

Ability to recognize new words from their similarity to words or parts of words he has already learned.

LANGUAGE

I. Objectives

A. To provide situations for oral expression, speaking and discussion.

B. To provide opportunities for written expression.

C. To provide opportunities for listening experiences.

II. Oral Expression

A. Oral expression is the chief goal of language expression for the mentally retarded. As adults they should have:

1. Clear, distinct speech
2. Ability to express their thoughts in simple sentences
3. Ability to speak clearly and effectively over the telephone.
4. Ability to make requests or give simple directions

III. Written Language Experiences

A. Each pupil should make some contribution daily to the language program according to his ability.

IV. Listening Experiences

A. Develop in each child the importance of stopping all activity while listening to:

1. Teacher's directions
2. Principal's announcements
3. Other children's experiences or reports
4. Poems
5. Music

V. Suggestions to Aid Development of Oral Language (suggested questions)

1. What is your name? Where do you live?
2. What is your father's name? Mother's name?
3. What school do you go to?
4. How old are you? When is your birthday?
5. What is your teacher's name? Principal's name?
6. How many are in your family? How many sisters? Name them. How many brothers? Name them.

SPELLING

I. Objectives

A. To develop desire and skill to spell correctly all words in writing.

B. To develop an effective method of learning to spell the words which are needed most frequently in writing. (Unless mentally retarded pupils will have use for a word in writing there is little need for teaching it.)

C. To require correct pronunciation and enunciation of all spoken words.

D. To master the mechanics of the spelling of words common to the pupil's needs within the individual child's ability to learn.

II. Suggested Methods for Enabling the Pupil to Learn

A. See word.
B. Hear word spoken.
C. Pronounce word.
D. Comprehend the meaning of the word.
E. Say word in syllables.
F. Write word kinaesthetically.
G. Write word from dictation.
H. Write word in sentence.
I. Review word often.
J. Test once a week.

III. Effective Aids

A. Phonetic aids.
B. Use of picture dictionary.
C. Word boxes.

IV. Words to Assign and Learn (From Dolch's Basic Spelling List)

A. Words relating to the family such as mother, father.
B. Words relating to the home, foods, health, games.
C. Common action verbs.
D. Familiar adjectives.
E. Pronouns.

V. Opportunities for Pupils to Use Words in Written Work

A. Write stories, stress correct spelling.
B. Write letter to mother and father.
C. Write invitation to a P.T.A. meeting or class program.
D. Write name and address for mailing cards or letters.
E. Write grocery list for mother to use.

HANDWRITING

The transition from manuscript to cursive writing should be made at the intermediate level. If, however, the teacher finds that pupils cannot write in the cursive form legibly and easily without emotional upset, it would be better to continue manuscript writing. Pupils who continue to use the manuscript instead of the cursive form, should be taught at least to sign their names in the cursive form. This is a preparation for adult activities such as signing official papers, checks or other business forms.

I. Objectives

A. Legibility is the chief requisite whether it be manuscript or cursive form.

B. Motivate the child to write legibly, neatly and with reasonable speed.

C. Require the best possible handwriting in all forms of written work, whether it is on the blackboard or on paper.

II. Recognize Special Problems

A. Left-handedness: stress posture and position of paper.

B. Poor motor coordination.

C. Poor vision.

III. Records

A. Keep specimens of handwriting in a folder to compare last effort with preceding work. Let the child evaluate his own work.

Note: Booklets on manuscript and cursive writing are available in all elementary schools. Consult a grade level chairman or assistant principal for curriculum.

ARITHMETIC

I. Objectives

A. To teach and develop practical concepts and skills in the four fundamental processes in logical sequence.

B. To develop only those concepts which are fundamental in the lives of the mentally handicapped.

C. To have pupils spend their time on simple problems met in situations of everyday living.

D. To require neat, orderly arrangement of all work.

II. Materials Needed

A. Counting:

1. Flannel board, counting blocks, abacus, beads, spools, buttons, peg boards

B. Measurements:

1. Clock, calendar, yardstick, ruler, egg carton, measuring cup, pint bottle, quart bottle

III. Pupil Activities

A. Counting continued:

1. Count to 100 by 1's
2. Count to 100 by 10's
3. Count to 100 by 5's
4. Count to 50 by 2's
5. Count to 30 by 3's
6. Count to 20 by 4's

B. Reading and Writing Numbers:

1. Read numbers to 500
2. Write numbers to 500 from dictation
3. Read and write house numbers, pages in a book, street numbers, telephone numbers

C. United States Money:

1. Recognition and comprehension of values:
   a) penny
   b) nickel
   c) dime
   d) quarter
   e) half dollar

2. Counting money for lunches or bus fare
3. Comparisons: Do you have enough? Do you have too much?
4. Practice making change from a nickel, dime, quarter, half dollar:

   a) Example: A pencil costs 2 cents. Make change for a nickel

   b) Will a nickel buy three 2 cent pencils? Prove. (Let child build and tell the story)
5. Teach the "¢" sign and the "$" sign.

D. Addition (no carrying)

1. 100 addition combinations.
2. Addition combinations should be taught in consecutive order in relation to counting:

   a) by 1's:

1	2	3	4
1	1	1	1

   b) by 2's:

1	2	3	4
2	2	2	2

E. Subtraction Without Borrowing:

1. Subtraction combinations under 10
2. Subtraction combinations over 10
3. Simple subtraction with two-place numbers
4. Build many subtraction problems as:

   a) If there were three birds in a tree and one bird flew away, how many were left?

   b) You spent 6¢ for candy. How much was left from 10¢?

F. Subtraction with Borrowing:

1. Stress that larger number must always be on top even in the simplest subtraction.

2. Vocabulary:
   left
   take away
   change
   from
   subtract
   subtraction
   difference

G. Multiplication (no carrying)

1. Count by 5's, 2's, 10's
2. Avoid use of "times" but apply facts to problems about buying:
   A valentine costs two cents. Buy 2.
   Would you have any change from a nickel?
   How much?
3. Teach multiplication, using tables through 6. Begin with 5; then 2, 3, and 4.

H. Multiplication with Carrying:

245	367
x2	x2

I. Learn to Use Zero in Addition, Subtraction and Multiplication.

J. Simple Division:

1. Do orally and concretely at first. No written processes until concept is understood.
2. Teach short division with no remainder with divisors of 2 and 5.
3. Teach short division with remainders of 2, 3, 4, 5 (for those who have the ability).

K. Develop Fractions (using flannel board with squares, circles)

1/2 1/4 1/3

in relation to cakes, pies, apples, oranges.

1. Teaching fractions after concept of short division is learned, is easier. Example:

   You have 12 pennies. Divide them equally with Jane. How many do you get? How many did Jane get? This is called 1/2. (Show it like this: 1/2 of 12 or 1/2 x 12 = 6)

L. Measurements:

1. Linear (ability to use ruler, yardstick, tape measure)
   a) Measure paper for murals or folders
   b) Measure wood for crafts such as trays
   c) Measure height of children

2. Time:

   a) Calendar: (check daily)

      (1) Learn names of days of week, number of days in current month

      (2) Learn names of months

      (3) Practice writing dates in daily work

      (4) Compare ages of children in classroom

      (5) Use calendar to find birth dates and holidays

   b) Clock:

      (1) Make individual clocks with movable hands

      (2) Teach time on hour at first; five minutes after the hour; in minutes after, etc., until half past the hour

      (3) Last, teach the "to" or "before" the hour; for example: place the big hand on 11 to indicate 5 minutes "to" the hour

      (4) Teach children to show lunchtime, dismissal time, bedtime on clock

      Note: Quizmo Clock Game effective

3. Weight:

   a) Weigh pupils for health records

   b) Recognize use of weights, such as pound or ounce

4. Liquid Measure:

   a) Measure by cup, pint, quart.
   Example: Which is more, a pint of ice cream or a quart of ice cream?

5. Dry Measure (dozen, half dozen)

SOCIAL STUDIES

I. Objectives

A. To develop an understanding and appreciation of home, school, community, state and nation.

B. To help the pupil become a useful and self-respecting member of the community.

C. To recognize and respect the rights of others.

D. To develop understanding and appreciation of others.

SCIENCE

I. Objectives

A. To stimulate a child's natural curiosity in his environment and the wonders of the world about him.

B. To help the child develop his five senses.

C. To develop an appreciation and knowledge of the world around him.

MUSIC

I. Objectives

A. To use rhythms and songs frequently during the day as a relief from academic or hand work (few minutes duration).

B. To teach rote songs giving attention to the pitch and quality of tone. (Pitch pipe or piano should be used for giving pitch.)

C. To develop quick response by teaching rhythms and phrasing and to secure unison of movement.

D. To teach children to sing many songs without help from the teacher. (Frequent repetition helps.)

E. To teach child to enjoy singing by choosing selections within range of his ability.

Note: No theoretical music is taught.

II. Safety Songs

A. Sing a Song of Safety

B. Music News, 1957, Ginn & Company

C. New Music Horizons, Books I, II, IV.

III. Cowboy Songs

A. "Yellow Rose of Texas" - sheet music or record

B. "Home on the Range" - Ginn Book III (page 26)

C. "Old Texas" - Singing Together (page 58)

D. "Davy Crockett" - sheet music or record

IV. Folk Songs

A. "Old Black Joe" - Golden Book of Favorite Songs (page 25)

B. "Old Folks at Home" - Ginn Book III (page 52)

C. "Oh Susanna" - Singing Every Day (page 77)

D. "I've Been Working on the Railroad" - Singing Every Day (page 35)

V. Florida Songs

A. "I Want to Wake Up in the Morning" - Dade County 1952 Bulletin - "Can Do"

B. "Pelican Song" - Tropical Tunes to Play (page 8)

C. "S'wanee River"

VI. Holiday Songs

A. New Music Horizons Books II, III, IV

B. Golden Book of Favorite Songs

C. Singing Our Way Book II

VII. Patriotic Songs

A. Golden Book of Favorite Songs

B. New Music Horizons Book III

C. "This Land is Your Land" - record (Baton) N. Y.

D. "God Bless America" - sheet music or record

E. School songs

VIII. Miscellaneous Songs

A. "Old MacDonald" - Singing Every Day (page 14)

B. "Old Molly Hare" - New Music Horizons Book III (page 59)

C. Singing and Rhyming - Ginn & Company

D. "She'll Be Coming Round the Mountain" - Fireside Book of Folksongs

IX. Rounds

A. "Row, Row, Row Your Boat" - Golden Book of Favorite Songs (page 50)

B. "Are You Sleeping" - Golden Book of Favorite Songs (page 121)

C. "Three Blind Mice" - New Music Horizons Book III (page 69)

ARTS AND CRAFTS

I. Objectives

A. To create an interest in hobbies and leasure time handcraft activities.

B. To develop some creative ability.

C. To develop the ability to follow directions.

D. To help the child find success and recognition from both parent and peer.

E. To develop the following skills:

crayoning	shell craft
folding	papier mache
tearing	spatter work
cutting	freehand drawing
pasting	finger painting
measuring	crepe paper craft
weaving	textile painting
sewing	modeling clay
braiding	painting--tempera and some enamel
tracing	working with chalk
sawing	crayoning-tempera paint combination
sanding	

II. Suggestions for Handcraft Articles

A. Waste Basket:

Use a gallon ice cream container. Cut a strip of shelf paper to go around the container. Paint a design in tempera or fingerpaint a design. Staple around container.

B. String Holder:

Use pint size ice cream container. Cut a strip of colorful wallpaper to go around it or make original design by crayoning or finger painting. Shellac. Place opening at top for string.

C. Snack Tray:

Saw 8 ft. x 10 ft. pressed wood pieces. Put dowel handles on. Shellac. Paint design on each.

D. Bird Feeder:

Five pieces; saw, nail together, shellac. Paint brightly.

E. Papier Mache Animals:

Use coat hangers as base and pull metal into head and body shape. Cut newspaper into strips. Use wheat paste on each and keep winding paper around the body, layer after layer. When correct size and shape has been reached, let dry for two or three days. Paint.

F. Decorated Vases from Pop Bottles:

Use wheat paste and newspaper strips. Cover bottle carefully. Roll one newspaper strip and form into a stem on one side. Shape a piece into a flower and put at top of stem. Let dry. Paint bottle pink; stem green; flower blue.

G. Make Planters from Halved Coconuts or Bamboo Pieces:

Shellac and paint. Put local plants in each for a gift.

H. Shellcraft (Diamond's on 27th Avenue has everything you want)

a) Earrings: buy earring backs and shells. Glue.
b) Ash trays: from larger shells. Tint with gold.

I. Kitchen Memo Pad:

Cut attractive plaid shelf paper into shape of tea pot. Paste on cardboard, also cut same size as tea pot. Place a small pad of paper in the center and glue. Punch a hole at the top. Hang in kitchen.

J. Cosmetic Bag (for gift to mother)

Cut from bright felt. Sew. Design with sequins or beads. (This for older children).

K. Pot Holders:

Use brightly colored drapery samples. Stuff. Quilt stitch each. Sew ring at one corner. Use jersey loops also for pot holders.

L. Aprons:

Cut from percale. Use half apron with long ties.

M. Easter Bonnets:

Use paper pie plates cut in half. Cut pieces of pink crepe paper to fit both top and under sides. Staple. Cut and roll bright yellow crepe paper flowers and staple on at least four or five. Cut long strips of pink crepe paper (2" wide). Staple for ribbon ties under the chin.

N. Dolls:

Clothes pins for Seminole Indian dolls; stocking dolls; yarn dolls.

O. Covered Coat Hangers:

Wind brightly colored chenille around each. Older child can use yarn - using button-hole stitch.

P. Table Mats:

Use red burlap. Fringe about three-fourths of an inch.

Q. Glamorized Can Openers:

Paint with gold paint; design with sequins, beads.

R. Coconut Tree Boats or Fruit Bowls:

Saw into desired sizes. Paint.

S. Macaroni, Alphabet Noodles - make beads, pins.

T. Paper Plates:

Make recipe or letter holders; clocks; musical banjo or tamborine; wall plaques; hats.

PHYSICAL EDUCATION

I. Objectives

A. To organize games and rhythms to arouse the child's interest; develop good posture; keep the child alert, and to leave a feeling of physical well-being.

Note: Definite periods of the day should be used for games, but a short activity drill or a game should be used at any period to relieve tenseness or strain.

II. Outdoor Games

Many excellent games are found in CHILDREN IN ACTION - Dade County.

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Los Angeles School District, Curriculum Division. (School Publication No. E. C. 136). Los Angeles, California. 1948

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University of Florida Extension Division, Education 560. Dr. N. E. Bingham, Director. Dade County Public Schools, Miami, Florida. Fall 1957

JUNIOR AND SENIOR EDUCABLE

CLASSES

SECONDARY PROGRAM

Society and employers demand certain basic reading skills from junior and senior high school mentally retarded young people. Since this is the pupil's final opportunity for academic education, it is the duty of the teacher to present to the boys and girls a variety of reading material - material that they will be able to comprehend and that will eventually give them a reading vocabulary and help them become socially acceptable; and take advantage of job opportunities later on in life.

I. Objectives

A. To learn to read signs for personal protection.
B. To learn to read for information and directions.
C. To learn to read for pleasure.

II. Teacher Testing Program

A. Test at the beginning and end of the school year.
B. Testing is necessary for placement in reading groups.
C. Start at a lower reading level than at the close of the previous year.

III. Reading for Protection

A. Suggested list for flash cards for individual and group study:

Avenue	Doctor
Be careful	Do not Crowd
Beware of Dog	Down
Box Office	Drive Slow
Boy Wanted	Dynamite
Bus Station	Elevator
Cashier	Emergency Exit
C.O.D.	Employees Only
Count your change	Employment Agency Office
Dead End	Entrance
Court	Exit
Danger	Explosives
Dentist	Fare

Fire Escape
Fire Extinguisher
For Sale
For Rent
Girl Wanted
Go Slow
Handle with Care
Hands Off
Help Wanted
Hospital
Keep Off
Keep Out
Keep to the Right
Laborers Wanted
Ladies Only
Ladies Toilet
Library
Men's Toilet
Men Wanted
Next Window
No Admittance
No Fishing
No Left Turn
No Parking
No Smoking
No Spitting
No Trespassing
One Way Street
Out of Order
Pay as you Enter
Please
Poison
Police Station
Post No Bills
Post Office
Private
Public Telephone
Railroad Crossing
Rest Rooms
Safety First
Stay Out
Street Closed
Stop
Ticket Office
Time Clock
Use Other Door
Wanted
Warning
Watch Your Step
Wet Paint

IV. Reading for Information and Direction

A. Teach the pupil to read to the best of his ability.
B. Keep reading at comprehension level to avoid frustration.
C. Specific suggestions for Reading for Information:

1. Names of streets near school and home.
2. Name of schools nearby.
3. Names of churches.
4. Names and numbers or letters for routes on city buses.
5. Signs in the classroom, library, cafeteria, halls.
6. Names and numbers in the telephone directory.
7. Home address and telephone number.
8. Place and date of birth.
9. Days of week, months of year.
10. Notices from the school office.
11. Labels on cans and packages from grocery store.
12. Titles on phonograph records.
13. Cafeteria notices.
14. Using newspaper for "Help Wanted" ads and general information.
15. Use of timetables and road maps.
16. Reading about holidays and important days of month.
17. Name of family doctor.
18. Occupation of parents.
19. Messages on Christmas and Birthday Cards.

D. Specific Suggestions for Reading for Direction:

1. Registration forms.
2. Employment Applications.
3. Bank checks.
4. Selecting goods by label and price.
5. Making out orders for groceries.
6. Labels on paint cans.
7. Directions on a pattern for a dress.
8. Following directions on road or city maps.
9. Order forms.
10. Social Security forms.
11. Bank forms.
12. Planning trips.
13. Directions in workbooks.
14. Addressing envelopes.
15. Labels on medicines.
16. Reading menus.
17. Directions for a recipe.
18. Directions for machinery.
19. Reading signs and signals.

E. General Suggestions for Teaching Aids:

1. Audio Visual: films, filmstrips, photographs, charts, models.
2. Phonetic charts.
3. Workbooks.
4. Group games and puzzles.
5. Booklets, pamphlets, magazines, newspapers, comic books.
6. List of words used in various occupations the pupils may work in later: laundry, plant nursery, cafeteria, service station.
7. Flash cards and word games.
8. Calendars.

V. Reading for Pleasure.

A. Encourage newspaper reading.
B. Encourage the pupil to read for enjoyment:

1. Take the group to the school library and help select books for home reading.
2. Allow the slower readers to interpret pictures in books, magazines and newspapers.
3. Use oral or simply written reports of what a pupil has read.

LANGUAGE PROGRAM

The language program for the mentally retarded pupil should cover three areas:

A. Oral Language
   Teach the child to express himself effectively orally, using correct English.

B. Written Language
   Ideas expressed in a unified, coherent manner.

C. Listening
   Learning through explanation and observations.

I. Oral Language.

A. Pupils should be encouraged to express themselves in spite of their limitations.

II. Written Language.

A. Learn to alphabetize.
B. Learn a business letter form.
C. Address envelopes correctly.
D. Letter applying for a position.
E. Write invitation and thank-you notes.
F. Use work books.
G. Use various application forms or order blanks from magazines, school forms, bank forms.

III. Listening Techniques

A. Listening to directions:
   1. Children practice principles of good posture as they listen.
   2. Give directions - child repeats them simply and concisely.
   3. Give directions - brighter children write them step by step.
   4. Use directions in reading, arithmetic, spelling.
   5. Give directions for games.

B. Listening for Information:
   1. Listen to announcements over public address system. Each day select a pupil to tell in sequence what he heard.
   2. Listen to stories being read: pupil repeats important events.

C. Listening for Enjoyment:

1. Read popular and easily understood poetry and have pupil tell what he enjoyed about the poem. What story did it tell?

2. Play records and have pupils tell why they enjoyed the record, the music, the performer.

3. From the films in or out of school, have the pupil tell what he saw and learned.

GOVERNMENT

I. Objectives:

A. To increase knowledge of the functions of City, County, State and National Government.

B. To gain knowledge of the mechanics of voting. Allow children to visit nearby voting machine.

II. Study Services Provided by City and County:

A. Protection.

B. Street maintenance.

C. Education: schools, universities, libraries, museums, points of interest.

D. Recreation: parks and playgrounds.

E. Disposal system: garbage, trash, sewage.

F. Public utilities: electricity, natural gas.

G. Building and fire inspections.

SPELLING PROGRAM

I. Objectives

A. Teach the pupils to spell correctly the words that are used most frequently.

B. The program should also be closely related to the pupil's everyday living activities.

C. Include words and phrases for safety and sight vocabulary.

D. The pupil should have either a mimeographed word list or a workbook:

1. The teacher should supervise the use of both very closely.

2. Stress accuracy rather than speed.

3. The pupil should not go to the next lesson until he has mastered the previous one.

Note: Listed in the Bibliography are some materials that the teacher may find helpful in teaching spelling, such as:

Spelling for Word Mastery Chart from Merrill Books.

Bulletin 2-C, Spelling and Writing in the Elementary School.

Diagnostic Remedial Spelling Manual and Handbook for Teachers, Gates and Russell.

II. Suggested Classroom Teaching Methods

A. Slow learners trace words on blackboard, paper, or on glass, speaking the word. After much repetition, they are asked to write the word without any assistance.

B. Orientation of words - practice pronunciation, discuss the meaning and phonetic construction.

C. If a pupil shows consistent difficulty in learning new words pre-testing of the assigned word may be helpful.

D. Writing words before testing, and writing words missed on test.

E. Include in assigned words those that the pupil wants to know how to spell.

F. Use words in oral and/or written sentences.

G. Unit assignment of vocabulary words in relation to safety, holidays, days of week, months of year, job areas, current news, the school, community and home.

H. Use of pictures that either identify or explain the word.

I. Re-test words - written review, spelling bee or word game.

J. Form drill groups with children working at the same word level.

HANDWRITING

Much emphasis should be placed on good handwriting at all times so that the pupil can meet his social and business needs later in life. Much emphasis should be placed on practice periods because many mentally retarded children have poor motor coordination. At junior high school level, cursive writing should be used by all groups. However, it is advisable that pupils who continue to use manuscript instead of cursive, should be taught, at least, to sign their names in the cursive form of writing. This procedure is desirable for future use in signing official papers, checks, or other business forms.

I. Objectives

A. To learn to write legibly and neatly.

B. To require the best possible handwriting in all forms of written work.

C. To require good pupil posture in all writing.

D. To learn to space letters, words and lines uniformly.

E. To watch height of letters and to keep all letters on base line.

II. Practice Experiences

A. Write Legal Signature.
B. Print name on cards.
C. Print or write labels.
D. Print or write names of classmates.
E. Print or write names of teachers.
F. Print or write names of activities.

III. Materials

A. Writing workbooks.
B. Blackboard.
C. Number 2 pencil and lined paper.
D. Chart of the alphabet.

ARITHMETIC PROGRAM

Arithmetic classes for the mentally retarded at the junior and senior high school level present a variety of achievement levels of number concepts. Regardless of age of the pupils, the class may have to be divided into three or four groups, according to the pupil's ability and knowledge of arithmetic.

I. Group One

- A. Development of quantitive thinking and primary number concepts.
- B. Development of time concepts:
  1. Minutes
  2. Hours
  3. Days of Week
  4. Months of Year
  5. Seasons
- C. Development of number system:
  1. Simple addition and subtraction

  Note: Refer to Primary and Intermediate Sections for additional suggestions.

II. Group Two

- A. Recognition of arithmetical concepts:
  1. Recognize and write through the first thousand
  2. Learn a few common measurements
- B. Addition and subtraction problems:
  1. Counting money and making change
  2. Addition and subtraction procedures

III. Group Three

- A. Addition and subtraction.
- B. Multiplication tables.
- C. Simple multiplication and division.

IV. Group Four

- A. Learn the four fundamental processes.
- B. Work at high fourth or fifth grade levels.
- C. Solve one-part and two-part problems.

V. Group Five (Present material in all five groups which will aid students in applying knowledge to everyday problems)

- A. Ability to master the four fundamental processes.
- B. Four fundamental number concepts.
- C. Solve one-part and two-part problems.

SCIENCE

The children in special classes as well as children of normal ability have a need for the understanding of science in their lives. They are as eager as all modern youth to feel that they are in touch with our rapidly changing world, to understand themselves in body and health, to take part in proper meal planning and diet, to understand why or how the plants and animals grow or do not grow well.

It is not to be expected that mentally retarded children will learn many technical names, memorize parts of machinery, or be able to understand scientific generalizations. However, they should be given every opportunity to discuss, listen to, see, touch, experiment with as many scientific phenomena as possible. They should be allowed to go as far in a scientific area as they can and be introduced to as many areas as seem feasible.

I. Understanding and Caring for our Bodies

- A. Learn about the major parts of our bodies.
- B. Understand how the body operates as a unified machine.
- C. Learn how this machine stays in order, what not to do, and what to do to maintain it in order.
- D. Materials for instruction:
  1. Films, books, charts from science tests.
  2. Pamphlets and literature
     - a) Insurance pamphlets
     - b) Materials from dentrifrice firms, cosmetic companies, seat manufacturing companies.

II. Some DO'S in Teaching Science in Special Classes

- A. Keep up with current news trends and bring newspaper articles and ideas from radio and TV to the class.
- B. Select units of interest to the group.
- C. Make an effort to break into ability groupings frequently in order to keep pupil interest at a high level.
- D. Promote active discussions in which free exchange of ideas may build new concepts and break down superstitions.

SOCIAL STUDIES

In planning a program in social studies for retarded children, major emphasis should be placed upon those learnings and experiences which will enable them to become useful members of their community.

I. Objectives

All activities and experiences should contribute to the following:

A. To keep physically well in order to enjoy life to its maximum.
B. To make friends and to participate in social and civic experiences.
C. To plan and to choose leisure time activities wisely.
D. To live as a contributing member of a family and neighborhood.
E. To earn as much for the necessities of life as possible.
F. To know how to spend money wisely.

II. Social Experiences in Home Life

A. Discuss arrival of guests in the home.
B. Visits from relatives:
    1. Discuss the visit.
    2. Discuss the relationship.
C. Experiences for older girls:
    1. Homemaking activities:
        a) Cooking
        b) Sewing
        c) House furnishing
        d) Care of clothing
        e) Budgeting expenses
    2. Shopping excursions:
        a) Learning how to select commodities
        b) Learning how to purchase commodities
    3. Ordering supplies over the telephone
    4. Serving tea
    5. Caring for children
D. Experiences for older boys:
    1. Participating in the work of the home:
        a) Shining shoes
        b) Running errands
        c) Making simple repairs
    2. Figuring cost and maintenance of home:
        a) Budgeting expenses
    3. Caring for pets
    4. Working in the garden

E. Being a Good Neighbor:
   1. Property:
      a) Edge lawn and make your house look well kept.
      b) Do not let junk pile up on your property.
      c) Keep house exterior clean and painted.
   2. Sanitation:
      a) Use paper bags for garbage in the house.
      b) Outside garbage can fitted with tight lid.
   3. Borrowing:
      a) Return things borrowed as soon as possible.
      b) Pay for anything you damage or break.
      c) Clean tools or dishes before returning them.
   4. Pets:
      a) Animals should not tear up neighbor's lawn, etc.
      b) Animals should live in own yard.
      c) Train pet so he will be liked by the neighbors.
   5. Noise:
      a) TV, radio, record player should not distrub others, day or night.
      b) Family members use well modulated voices.
      c) Do not cut grass too early in the morning.
   6. Duties as a good neighbor:
      a) Report to neighbor or police anyone bothering his possessions.
      b) Vote for the best man to represent you in elections.
      c) Help your neighbor when he needs you.
      d) Treat your neighbor as you would like to be treated.

III. <u>Social Experiences in School Life</u>

A. Working in groups for a common cause:
   1. Games, playground.
   2. Group construction work.
   3. Committee work.
   4. Dramatization of stories depicting life of various areas and countries.
   5. Preparation for special holidays.
B. Participation in school safety program; in auditorium programs.
C. Participation in musical activities.
D. Sharing responsibility for keeping the school building in good condition.

IV. <u>Social Experiences in Community Life</u>

A. Listing and studying about persons contributing to our needs.
B. Listing and studying about local industries or places requiring workers.
C. Making trips to places of business, industrial plants, farms.
D. Locating desirable places for recreation: parks, playgrounds.
E. Locating public buildings.

F. Writing friendly letters.
G. Writing business letters asking for information, making an appointment for an interview.
H. Making use of public facilities such as parks and beaches.
I. Investigating employment situation for a job:
    1. Making out application for a job.
    2. Studying Workmen's Compensation Insurance forms.

V. Aids for Teaching Social Studies:

A. Films (a large selection is available through school facilities).
B. Opaque Projector (enlarges book pages, maps, pictures on wall).
C. Home television (children report items of interest to class).
D. Magazines (bulletin board pictures showing people from other lands).
E. Wall Maps (for use in discovering information).
F. Art (draw pictures about people from other lands).
G. Workbooks (teacher guides its use).
H. Stories (teacher reads geographically and historically true stories).
I. States (each child names state where he was born and gives report about it).

VI. Some DONT'S for Social Studies

A. Don't use a textbook for your class. There are too many reading levels in the group.
B. Don't ask the class to remember dates.
C. Don't keep up with an outline. Keep up with the children. Use an outline only as a guide.
D. Don't fail to distinguish between fact and fiction.
E. Don't lean toward written assignments.
F. Don't forget that repetition is of prime importance.
G. Don't teach above the level of your pupils.
H. Don't teach in groups all the time. Confidence can be built in others by individual work.
I. Don't use the same method all the time.

VOCATIONAL TRAINING

I. Objectives

A. To be a contributing member of the group, helping the pupil to learn to live happily and safely.

B. To be a good member of the community, learning to meet life with a realistic attitude toward the limitations imposed by his handicap.

C. To provide satisfying educational experiences, preparing him for the contribution he can make to society.

II. Good Grooming

A. Develop a good grooming check list and use it daily:

1. Complexion.
2. Hair styling and care.
3. Care of hands, nails and elbows.
4. Personal cleanliness.
5. Correct make-up, including lipstick.
6. Posture.

B. Select materials for class demonstration of good grooming; practice one phase daily.

C. Experiment with manicuring, correct make-up, hair styling.

D. Discuss borrowing items of make-up.

E. Collect pictures showing appropriate hair styles.

F. Demonstrations on the care of clothing: pressing, folding.

G. Discuss matching of colors: socks, skirts, blouses, shirts.

H. Experiment with colors to find the most becoming.

I. Discuss appropriate dress for all occasions.

III. Job Areas

A. Service Jobs:

1. Foods and Food Handling.

2. Garment trades.

3. Laundering, cleaning, dyeing.

4. Motor vehicle operation and maintenance.

5. Building maintenance and operation.

6. Personal Services: maid, cook, bus boy, waitress.

7. Baby sitting (necessary information):
   a) Telephone number of child's doctor.
   b) What to do in case of fire, burglary, accidents.
   c) How to reach parents.
   d) What to do in case of emergency.
   e) Read children's stories and practice telling ;them in class.
   f) Play and discuss children's music. Learn songs to sing.

B. Home Mechanics:

1. To discover interests in and develop understanding of the materials involved in household mechanics, sources, values and uses.

2. To learn to select wisely, care for, and use properly, industrial products that are related to the maintenance and comforts of the home.

3. To develop habits of doing things in the interest of safety and hygiene for self and for others.

4. To develop habits of cheerful, orderly and methodical performance of the various tasks involved in the upkeep of the home premises.

5. To encourage hobby interests.

6. To provide experience that will awaken interest in and create intelligent understanding of occupations related to activities of household maintenance.

INDUSTRIAL ARTS

I. Objectives

A. To develop ability to work with others and share equipment.

B. To learn to follow directions.

C. To develop self-reliance in overly dependent pupils.

D. To understand the uses of various tools and materials.

E. To learn safe and correct care of tools.

F. To develop ability to repair things at home.

G. To gain greater respect from siblings as well as parents by bringing home attractive and useful projects.

COORDINATED PROGRAMMING OF ENRICHMENT COURSES

Special Education pupils in junior and senior high schools participate in enrichment courses in the regular school program. It would be helpful for the special education teacher and the teacher of the enrichment classes to discuss the pupil's academic ability so that the program may be adjusted. Prior to spring registration, the teacher should confer with the guidance counselor and regular class teacher regarding the best placement of the children.

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Our Community, Steck Co., Austin, Texas.

Our Weekly Reader, Columbus, Ohio.

Reader's Digest Reading Skill Builders, Reader's Digest, Education Dept., Pleasantville, New York.

Reading Workbooks, Steck Co., Austin, Texas.

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